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ISSUES INDEX I-1

Editor's Note: The Cumulative Index and Sections Affected Index will be printed on a quarterly basis. The printing schedule for the quarterly and annual indexes are as follows:

Issue 16-April	14, 2000:	Data Through March	31, 2000
Issue 29-July	14, 2000:	Data Through June	30, 2000
Issue 42-October	13, 2000:	Data Through September	30, 2000
Issue 3-January	19, 2001:	Data Through December	31, 2000 (Annual)

CAPITAL DEVELOPMENT BOARD

NOTICE OF PROPOSED AMENDMENTS

1) Heading of the Part: Standards for Award of Grants: School Construction Program

2) Code Citation: 71 Ill. Adm. Code 40

3) Section Numbers:
40.110
40.130

Proposed Action:
Amend
Amend

4) Statutory Authority: Implementing the Capital Development Board Act [20 ILCS 3105] and authorized by Section 5-55 of that Act, and the School Construction Law [105 ILCS 230].

5) A Complete Description of the Subjects and Issues Involved: Clarifies that CDB standards are not project standards; items that cannot be funded by the State can be funded by the School District. Describes the policy basis for making determinations of what can be funded with the grant. Lists items that can and cannot be funded with the grant.

6) Will this rulemaking replace any emergency rulemaking current in effect?
No

7) Does this rulemaking contain an automatic repeal date? No

8) Does these proposed amendments contain incorporation by reference? No

9) Are there any other proposed amendments pending on this Part? No

10) Statement of Statewide Policy Objectives: This rulemaking does not create or expand a State mandate as defined in Section 3(b) of the State Mandates Act [30 ILCS 805/3(b)].

11) Time, Place, and Manner in which interested persons may comment on this proposed rulemaking: From the date that this notice first appears in the *Illinois Register*, for a period of 45 days thereafter, interested persons may submit comments, in writing, to:

Claire Gibson, Deputy Chief Counsel
Capital Development Board
3rd Floor Wm. G. Stratton Bldg.
Springfield, Illinois 62706
217/782-1392

12) Initial Regulatory Flexibility Analysis:

A) Types of small businesses, small municipalities and not for profit corporation affected: None

CAPITAL DEVELOPMENT BOARD

NOTICE OF PROPOSED AMENDMENTS

B) Reporting, bookkeeping or other procedures required for compliance:
None

C) Types of professional skills necessary for compliance: None

13) Regulatory Agenda on which this rulemaking was summarized: This rulemaking was not included on either of the 2 most recent agendas because: The need for the rulemaking was not anticipated at that time.

The full text of the Proposed Amendments begins on the next page:

CAPITAL DEVELOPMENT BOARD

NOTICE OF PROPOSED AMENDMENTS

TITLE 71: PUBLIC BUILDINGS, FACILITIES AND REAL PROPERTY

CHAPTER I: CAPITAL DEVELOPMENT BOARD

SUBCHAPTER a: RULES

PART 40

STANDARDS FOR AWARD OF GRANTS:

SCHOOL CONSTRUCTION
PROGRAM

Section	Definitions
40.100	General
40.110	Planning Assistance Grants (Repealed)
40.120	Construction Grants
40.130	Debt Service Grants (Repealed)

AUTHORITY: Implementing the Capital Development Board Act [20 ILCS 3105] and authorized by Section 5-55 of that Act, and the School Construction Law [105 ILCS 230].

SOURCE: Adopted at 2 Ill. Reg. 30, p. 140, effective July 27, 1978; amended at 4 Ill. Reg. 9, p. 233, effective February 14, 1980; amended at 5 Ill. Reg. 1890, effective February 17, 1981; amended and codified at 8 Ill. Reg. 20342, effective October 1, 1984; amended at 9 Ill. Reg. 17345, effective October 29, 1985; amended at 13 Ill. Reg. 6973, effective April 21, 1989; amended at 20 Ill. Reg. 15244, effective November 15, 1996; emergency amendment at 22 Ill. Reg. 2597, effective January 13, 1998, for a maximum of 150 days; amended at 22 Ill. Reg. 9518, effective May 21, 1998; emergency amendment at 23 Ill. Reg. 6521, effective May 12, 1999, for a maximum of 150 days; emergency expired on October 9, 1999; amended at 23 Ill. Reg. 10788, effective August 20, 1999; emergency amendment at 23 Ill. Reg. 11320, effective August 27, 1999, for a maximum of 150 days; amended at 24 Ill. Reg. 233, effective December 27, 1999; amended at 25 Ill. Reg. 14364, effective October 24, 2001; amended at 26 Ill. Reg. _____, effective _____.

Section 40.110 General

- a) The Capital Development Board (hereinafter "Board") will implement the School Construction Law through its School Construction Program (hereinafter "SCP").
- b) The objective of school grants is to fund classrooms and costs necessary for the support of classrooms. Items not fundable with grant funds may be funded with the school district's funds.
- c) The Board will make no grant awards prior to compliance by the school district with the Illinois State Board of Education (ISBE) regulations for grant entitlement [105 ILCS 230/5-5].
- d) The ISBE will forward the application to the Board to determine if the program statement has been provided and has adequate information to

CAPITAL DEVELOPMENT BOARD

NOTICE OF PROPOSED AMENDMENTS

schedule a survey by the Board.

ed) Proof of local share will be required by the Board prior to a grant award. A school district failing to have access to the local share of funds within the time period set forth in Section 40.130(c)(8)(H)(6) of this Part shall be reprimandized and must update its application to establish its priority ranking for the following fiscal year.

fe) If the school district begins the project in some manner (such as letting bids, awarding contracts, or starting actual construction) after entitlement is issued by the ISBE, such actions shall have no effect on the eligibility for a construction grant.

gf) Grant awards will be issued in accordance with ISBE's priority ranking.

hg) School districts shall enter into intergovernmental agreements with the Board that may include, but are not limited to, provisions for the following:

- 1) That funding of the State share in progress payments to school districts for project costs will be made upon submittal of required documentation by the school district.
- 2) That the school district agrees to comply with all applicable statutes, codes, and rules.
- 3) That establishment and maintenance of a separate set of accounts is required for the construction, study, and planning of the project in accordance with generally accepted accounting principles (FASB Accounting Standards, Financial Accounting Standards Board, High Ridge Park, Stamford, Connecticut 06905 (1998)).
- 4) That access to the work, materials, payrolls, and other data and records relevant to the project for purposes of audit and inspection by the Board or other authorized agencies is required.
- 5) That the architect retained by the school district shall certify on each payment submittal that the expenditures were in accordance with the provisions of the appropriation Act and the terms of the intergovernmental agreement.
- 6) That increases in project costs added by change order shall not increase the amount of the State share.
- 7) That if the school district requests the Board to assume administrative or oversight duties, the extent of those duties requested shall be described in the intergovernmental agreement.
- 8) Other provisions as may be necessary, including those required to ensure a legal and binding agreement.

(Source: Amended at 26 Ill. Reg. _____, effective _____)

Section 40.130 Construction Grants

Prior to the award of a construction grant, school districts shall meet the following requirements:

CAPITAL DEVELOPMENT BOARD

NOTICE OF PROPOSED AMENDMENTS

- a) Program Statements
Program statements must be submitted as part of the school district's Application for Construction Grant Entitlement for proposed facilities and sites requiring SCP funding. Program statements must conform to the School Construction Law Project Standards as developed by the Board and must address, but need not be limited to, the following:
- 1) project description and rationale
 - 2) occupant capacity
 - 3) site analysis
 - 4) project design
 - 5) funding sources and cost estimates
 - 6) time schedule of major events
- b) Prohibited Uses
Program statements shall not include any on-going operational costs or any construction projects for which the General Assembly and the Governor have approved specifically designated funds.
- c) School Site Selection
- 1) The local school district shall select the sites for all new projects.
 - 2) Suitability for Development and Construction
 - A) The site should be free of physical structures, topographical features or subsurface physical conditions that would preclude necessary construction, present insurmountable obstacles to safety or normal utilization, shorten building life, cause excessive delays in project completion, or cause costs to exceed the funds available. "Necessary construction" shall include but not necessarily be limited to: buildings, utility lines, storm water disposal arrangements and paving.
 - B) The site should not be subject to existing or foreseeable, harmful or disruptive environmental hazards and nuisances. Such hazards and nuisances may include, but are not necessarily limited to: excessive dust, smoke, noise, odors, air pollutants, soil pollutants, floods, ground water incursions, vibrations, explosions, and electrical discharges. Site acquisition shall be subject to the Farmland Preservation Act [505 ILCS 75], Interagency Wetland Policy Act of 1989 [20 ILCS 830], Illinois State Agency Historic Resources Preservation Act [20 ILCS 3410], Archaeological and Paleontological Resources Protection Act [20 ILCS 3435], the Illinois Endangered Species Protection Act [520 ILCS 10], and the Environmental Protection Act [415 ILCS 58.15], as may be applicable.
 - 3) Availability of Site
The school district shall have a period of 150 days from the time of grant award to acquire title to the site, or rights of use and exclusion sufficient to carry out the purposes and programs of the school. Extensions will be granted in those

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- cases in which there is a reasonable expectation that the district will be able to acquire the site within the period of the extension and the delay has been occasioned by a condition beyond the control of the district, such as a delay in acquiring a title commitment.
- 4) Site Size and Configuration
The proposed site should contain usable space sufficient in size and of regular configuration so as to accommodate the school's on-site program as well as to accommodate ancillary functions that are better served on-site than off-site, such as parking, bus loading and unloading, casual student assembly and play, and pedestrian movement between different points on the site.
 - 5) Utilities and Services
 - A) Water Supply
Water must be made available at the site in sufficient volume and delivery rates and of appropriate quality to serve the firefighting needs of the proposed school as well as to accommodate other forms of water consumption.
 - B) Sanitary Sewage Disposal
The location or character of the site must not prevent the disposal of sanitary sewage from the school.
 - C) Storm Water Disposal
The location or character of the site must not prevent the disposal of storm water from the school.
 - D) Electric, Power, Telephone, Gas
The site must present no obstacles to the provision of electric power, telephone services, and whatever gas service the school may require at the point in the construction process when utility hook-ups are made.
 - E) Solid Waste Management Systems
Solid waste management services must be available to the site.
 - 6) Architect/Engineer (A/E) Selection
The selection of an architect/engineer shall be in accordance with the Local Government Professional Services Selection Act [50 ILCS 510].
 - 7) Eligible and Ineligible Expenditures:
 - A) The Board will participate in the funding of academic facilities, including vocational/technical education facilities, for all programs approved by the ISBE, which are areas with a loading factor greater than zero as determined by the ISBE (see 23 Ill. Adm. Code 151.50(d)).
 - B) The Board will not participate in funding administrative facilities intended for district administration.
 - C) The Board will not fund facilities intended for commercial use by profit making organizations. This is not meant to exclude facilities to be operated by non-profit organizations such as student groups, PTAs, etc.

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D) Although the Board encourages development of facilities intended for joint use by school and community, the Board's participation in the funding of facilities intended for joint use by school and community is limited to those items required to meet the needs of the school's educational and support programs.

E) The Board will not participate in funding facilities designed exclusively for interscholastic activities.

F) Off-site improvements are defined as any improvements outside of the property line. Off-site improvements are not recognized as eligible project costs except under exceptional circumstances and only in those cases where the off-site improvements are necessary to the functional operation of a school facility. The following specific policies apply to off-site improvements:

i) Off-site improvements that exceed the requirements needed for the project are ineligible project costs. For example, if a larger water main is desired by the locality than is needed for the school project itself, the Board will not participate in any cost attributable to the increased size of the main.

ii) The district must provide documentation (appraisals, bills, etc.) that local and/or federal funding sources are not available to the district or any other public body for off-site improvements before the Board will consider participation in their funding.

iii) The Board's participation in funding off-site improvements is only permitted if the off-site property or interest in the property, such as an easement or leasehold, is owned by a public body.

G) On-site improvements may be defined as any improvements outside the building's five foot line but inside the property line of the site. The Board's participation in funding on-site improvements is limited to those minimum requirements that are necessary to making the site functionally operational. The Board will not fund certain types of site improvements, including but not limited to the following:

i) Driver's education range
ii) Storage facilities
iii) Lawn sprinkling systems
iv) Exterior commons area, such as paved sitting areas, benches, etc.

v) Traffic signals at intersections
vi) Landscaping in excess of seeding costs
vii) Off-site access roads

H) The following types of spaces are not included in determining the square footage used to calculate the

CAPITAL DEVELOPMENT BOARD

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recognized project cost:

i) Gymnasium
ii) Cafeteria
iii) Auditorium
iv) Administrative office
v) Other ancillary spaces, including but not limited to:

Field house
Swimming pool
Indoor track
Permanent seating beyond school's student and staff population
Broadcast area
Radio/TV studios for primarily noninstructional uses
Coat room
Green room (auditorium/theater)
Teacher serving area
Meeting room
Exhibition room
District administration space
Bus storage
Bus maintenance space
Guard rooms
Toilet facilities beyond needs of school's students and staff
Before/after school programs space
Concession space
Bookstore

I) Items that are not allowable as eligible associated expenses for physical education outdoor space and facilities include, but are not limited to, the following:

i) Structures housing locker rooms
ii) Toilets and storage facilities
iii) Bleachers
iv) Lighting
v) Concession stands
vi) Broadcast booths
vii) Benches
viii) Scoreboards
ix) Artificial turf, and fencing except for health/life safety

J) Under the following circumstances, the Board will not fund land acquisition costs:

i) Land was owned by school district prior to January 1, 1996.
ii) Land was purchased after January 1, 1996, but not supported by documentation.
iii) Land was donated to the school district.

CAPITAL DEVELOPMENT BOARD

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iv) Land is already owned by the school district and will be the site of an addition to an existing facility.

8) State and Local Financial Participation in School Construction Projects

A) Policy Basis for Determinations

i) The School Construction Law [105 ILCS 230/5-30] states the following prioritization of school district needs for awarding grants:

Replacement or reconstruction of school buildings destroyed or damaged by flood, tornado, fire, earthquake, or other disasters, either man-made or produced by nature;

Projects designed to alleviate a shortage of classrooms due to population growth or to replace aging school buildings;

Projects resulting from interdistrict reorganization of school districts contingent on local referenda;

Replacement or reconstruction of school facilities determined to be severe and continuing health or life safety hazards;

Alterations necessary to provide accessibility for qualified individuals with disabilities; and

Other unique solutions to facility needs.

School districts identify such needs in their applications to ISBE for grant entitlements, and such needs become the basis for entitlement to a grant. Eligible expenditures as determined by CDB are limited to expenditures necessary to meet the project needs that are based on prioritization category of entitlement.

ii) The recognized project cost is the sum total of unit costs (\$/sq. ft.) and eligible associated costs.

The square foot allowance per student and cost per square foot standards are based on the applicable regional cost and square foot averages provided in the 1997 Council of Educational Facilities Planners (CEFPI) School Construction Report. Square foot costs are escalated three

CAPITAL DEVELOPMENT BOARD

NOTICE OF PROPOSED AMENDMENTS

Percent annually for inflation.

Eligible associated costs are those determined to be necessary to provide the infrastructure for the grant project.

BA) Determination of Recognized Project Cost

i) Recognized project cost shall be based upon calculations in accordance with the School Construction Law Project Standards (see also subsection (c)(7)) and shall include unit cost (\$/sq.ft.) as follows: buildings constructed to the five foot line, design and construction contingencies, building fixed equipment; plus additional associated costs as deemed appropriate by the Board in consultation with local school districts as follows: site improvements including related A/E fees and reimbursements, land acquisition and associated legal fees for the project site acquired, movable equipment, and utility service lines, both on-site and off-site, and special foundation construction and related A/E fees deemed necessary as a result of unusual sub-surface soil conditions.

Specific Associated Cost Allowances

For each eligible classroom, an allowance of \$600 will be given when an enhanced security phone call-back system is installed.

The following building related maximum movable equipment allowances are provided:

\$5,200/elementary classroom

\$6,100/middle/junior high classroom

\$6,900/high school classroom

ii) The recognized project costs initially calculated by the Board will establish the maximum acceptable cost of the eligible expenditures. If the bid price received by the district from the various contractors for the eligible expenditures is less than the bid estimate amount included in this initial calculation, then the recognized project cost will be reduced by the amount of the difference.

iii) The Board shall establish and include in the School

CAPITAL DEVELOPMENT BOARD

NOTICE OF PROPOSED AMENDMENTS

Construction Law Project Standards (see also subsection (c)(7)) unit cost guidelines for determining the recognized project cost.

CB) Project Standards for New Construction and Additions

i) General

The Board shall establish detailed project standards including space and capacity standards in the School Construction Law Project Standards (see also subsection (c)(7)). New schools with adequate space for all necessary instructional and ancillary activities require more space per student than additions to existing schools. Different space standards are required to accommodate different grade levels, i.e., Pre-K-6, 7-9, and 9-12. Economies of scale in terms of space per student can be anticipated for larger schools.

ii)

Square Footage for Calculation of Unit Costs

The following maximum standards are established for the determination of the State share of the recognized project cost in connection with a construction grant:

Square Foot Per Student

For a New School:

New Elementary School

Gross square footage per student 100
Gross square footage per additional student beyond 240 students 82

New Middle/Junior High School

Gross square footage per student 120
Gross square footage per additional student beyond 400 students 100

New High School

Gross square footage per student 140
Gross square footage per additional student beyond 600 students 110

Classroom Additions:

Elementary School

Gross square footage per student for additions for 250 or more students 100
Gross square footage per student for additions for less than 250 students 82

CAPITAL DEVELOPMENT BOARD

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Middle School

Gross square footage per student for additions for 250 or more students 120
Gross square footage per student for additions for less than 250 students 100

High School

Gross square footage per student for additions for 250 or more students 140
Gross square footage per student for additions for less than 250 students 110

DE) Renovation Projects

The recognized project cost for renovation projects is calculated by an estimation of the eligible project costs. Eligible renovation costs are for renovations to existing facilities determined to be functionally over 100 years old (as determined by ISBE) or for renovation projects in existing facilities that provide additional classroom capacity.

ED) Unit Costs

Unit costs (\$/sq.ft.) used for determining the recognized project cost, including A/E design fees, building construction to the five feet line, fixed equipment, and a contingency shall be established by the Board and included in the School Construction Law Project Standards (see also subsection (c)(7)). In establishing unit costs the Board shall be guided by current costs within the construction industry and the goal of receiving fair value for public funds expended.

FE) Limits on SCP Participation and Site Cost

Districts will not receive grant funding for acreage beyond the following maximums:

Elementary - 5 acres plus 1 acre per 100 students,
Middle/Junior High - 15 acres plus 1 acre per 100 students, and

High School - 20 acres plus 1 acre per 100 students.

GF) The State and local share of the recognized project cost shall be computed by multiplying the recognized project cost by the grant index as defined by the School Construction Law and determined by the ISBE. For each grant issued after September 1, 1999, the equalized assessed valuation and average daily attendance used in calculating a district's grant index shall be taken from the district's general State aid claim filed in the fiscal year in which the grant entitlement is made. The average daily attendance to be used shall be the district's best three months' average daily attendance. A grant index shall lapse if a grant is

CAPITAL DEVELOPMENT BOARD

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not awarded within 36 months after entitlement, and a new grant index shall be issued based upon the district's most recent general State aid claim.

H6) School districts must have access to the local share of the recognized project cost before a grant award will be given. Proof (referendum, resolution, etc.) of the local share will be required by the Board.

IH) The local share of the recognized project cost may be placed in a local trust account pursuant to 71 Ill. Adm. Code 30.

JF) School districts may add to a project cost beyond the recognized project cost with local funds. Funds for such project supplements may be deposited in local trust accounts.

KJ) All enrichment project costs that are not included in the recognized project cost and designated as ineligible expenditures by the Board will be paid by the school district.

(Source: Amended at 26 Ill. Reg. _____, effective _____)

ILLINOIS COMMERCE COMMISSION

NOTICE OF PROPOSED AMENDMENTS

1) Heading of the Part: Certification of Alternative Retail Electric Suppliers

2) Code Citation: 83 Ill. Adm. Code 451

<u>Section Numbers:</u>	<u>Proposed Action:</u>
451.10	Amendment
451.110	Amendment
451.220	Amendment
451.300	Amendment
451.310	Amendment
451.320	Amendment
451.510	Amendment
451.740	Amendment

4) Statutory Authority: Implementing and authorized by Section 16-115 of the Public Utilities Act [220 ILCS 5/16-115].

5) A Complete Description of the Subjects and Issues Involved: The currently effective Part 451 contains the certification requirements for alternative retail electric suppliers ("ARES"), but does not contain any requirements for those ARES that intend to serve residential customers. The Commission found that, in light of the statutory provisions in Section 16-104 of the Act requiring electric utilities to offer delivery services to all residential customers by May 1, 2002, it is necessary that the Commission have in place certification requirements for those ARES that will be offering their services to residential customers prior to May 1, 2002. The Commission, therefore, proposes these amendments to Part 451 to establish the certification requirements for ARES offering delivery services to residential customers. In addition to the amendments pertaining to residential customers, there are also proposed amendments dealing with the financial requirements for all ARES applicants and amendments to reflect the merger of two ratings agencies.

6) Will these proposed amendments replace emergency amendments currently in effect? No

7) Does this rulemaking contain an automatic repeal date? No

8) Do these proposed amendments contain incorporations by reference? Yes

9) Are there any other proposed amendments pending on this Part? No

10) Statement of Statewide Policy Objectives: These proposed amendments neither create nor expand any State mandate on units of local government, school districts, or community college districts.

11) Time, Place and Manner in which interested persons may comment on this

ILLINOIS COMMERCE COMMISSION

NOTICE OF PROPOSED AMENDMENTS

proposed rulemaking: Comments should be filed with:

Donna M. Caton
Chief Clerk
Illinois Commerce Commission
527 East Capitol Avenue
Springfield IL 62701
(217)782-7434

Comments should be filed with the Chief Clerk within 45 days after the date of this issue of the *Illinois Register*.

12) Initial Regulatory Flexibility Analysis:

A) Types of small businesses, small municipalities and not for profit corporations affected: These amendments will affect any alternative retail electric suppliers that are also small businesses as defined in the Illinois Administrative Procedure Act. These amendments will not affect any small municipalities or not for profit corporations.

B) Reporting, bookkeeping or other procedures required for compliance: Filing procedures

C) Types of professional skills necessary for compliance: Managerial skills

13) Regulatory Agenda on which this rulemaking was summarized: July 2001

The full text of the Proposed Amendments begins on the next page:

ILLINOIS COMMERCE COMMISSION

NOTICE OF PROPOSED AMENDMENTS

TITLE 83: PUBLIC UTILITIES
CHAPTER I: ILLINOIS COMMERCE COMMISSION
SUBCHAPTER C: ELECTRIC UTILITIES

PART 451

CERTIFICATION OF ALTERNATIVE RETAIL ELECTRIC SUPPLIERS

SUBPART A: GENERAL PROVISIONS

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451.40
451.50
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Definitions and Incorporations
Requirements for All Applicants under Section 16-115(d) of the Act
Required Filings and Procedures
Customer Records and Information
License or Permit Bond Requirements
Confidential Documentation

SUBPART B: EXPEDITED PROCEDURES FOR APPLICANTS SEEKING TO SERVE ONLY NONRESIDENTIAL CUSTOMERS WITH MAXIMUM ELECTRICAL DEMANDS OF ONE MEGAWATT OR MORE

Section
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Applicability of Subpart B
Financial Qualifications under Subpart B
Technical Qualifications under Subpart B
Managerial Qualifications under Subpart B
Qualifications of Agents and Contractors under Subpart B
Commission Order in Expedited Proceedings under Subpart B
Confidential Documentation (Repealed)

SUBPART C: PROCEDURES FOR APPLICANTS SEEKING TO SERVE NONRESIDENTIAL RETAIL CUSTOMERS WITH ANNUAL ELECTRICAL CONSUMPTION GREATER THAN 15,000 kWh

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451.220
451.230
451.240
451.250
451.260
451.270

Applicability of Subpart C
General Qualifications under Subpart C
Financial Qualifications under Subpart C
Technical Qualifications under Subpart C
Managerial Qualifications under Subpart C
Qualifications of Agents and Contractors under Subpart C
Commission Order in Proceedings under Subpart C
Confidential Documentation under Subpart C (Repealed)

SUBPART D: PROCEDURES FOR APPLICANTS SEEKING TO SERVE ALL RETAIL CUSTOMERS
~~EXCLUDING-RESIDENTIAL-CUSTOMERS~~

Section

ILLINOIS COMMERCE COMMISSION

NOTICE OF PROPOSED AMENDMENTS

451.300 Applicability of Subpart D
 451.310 General Provisions of Subpart D
 451.320 Financial Qualifications under Subpart D
 451.330 Technical Qualifications under Subpart D
 451.340 Managerial Qualifications under Subpart D
 451.350 Qualifications of Agents and Contractors under Subpart D
 451.360 Commission Order in Proceedings under Subpart D
 451.370 Confidential Documentation under Subpart D (Repealed)

SUBPART E: PROCEDURES FOR APPLICANTS SEEKING CERTIFICATION
 TO SERVE ONLY THEMSELVES OR AFFILIATED CUSTOMERS

Section
 451.400 Applicability of Subpart E
 451.410 Required Filings and Procedures under Subpart E
 451.420 Technical Qualifications under Subpart E
 451.430 Qualifications of Agents and Contractors under Subpart E
 451.440 Commission Order in Proceedings under Subpart E
 451.450 Confidential Documentation under Subpart E (Repealed)

SUBPART F: FINANCIAL QUALIFICATIONS FOR THE PROVISION OF SINGLE-BILLING
 SERVICE

Section
 451.500 Applicability of Subpart F
 451.510 Financial Qualifications under Subpart F

SUBPART H: PROCEDURES FOR REPORTING CONTINUING COMPLIANCE WITH CERTIFICATION
 REQUIREMENTS

Section
 451.700 Applicability of Subpart H
 451.710 General Provisions
 451.720 Erroneous or Defective Reports
 451.730 Certification of Compliance with Section 16-115(d)(5) of the Act
 451.740 Financial Reporting Requirements
 451.750 Managerial Reporting Requirements
 451.760 Technical Reporting Requirements
 451.770 Kilowatt-hour Reporting Requirement

AUTHORITY: Implementing and authorized by Section 16-115 of the Public Utilities Act [220 ILCS 5/16-115].

SOURCE: Adopted at 23 Ill. Reg. 5528, effective May 1, 1999; amended at 23 Ill. Reg. 13820, effective December 1, 1999; amended at 24 Ill. Reg. 15971, effective October 15, 2000; amended at 26 Ill. Reg. _____, effective _____.

SUBPART A: GENERAL PROVISIONS

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Section 451.10 Definitions and Incorporations

"Accountant's report" has the same meaning as in 17 CFR 210.1-02 and 210.2-02 as of April 1, 2001+999. No incorporation of the Code of Federal Regulations in this Section 451.10 includes any later amendment or edition.

"Act" means the Public Utilities Act [220 ILCS 5].

"Alternative retail electric supplier" or "ARES" has the same meaning as in Section 16-102 of the Act [220 ILCS 5/16-102].

"Applicant" means an entity that files an application with the Illinois Commerce Commission to provide electric service as an alternative retail electric supplier under Section 16-115 of the Act [220 ILCS 5/16-115].

"Best's financial size category" refers to a numerical value that A.M. Best or its successor assigns to an insurance company based on the amount of that insurance company's policyholder's surplus and reserve funds.

"Best's rating" refers to a rating from A.M. Best or its successor that provides an overall opinion of an insurance company's ability to meet its obligations to policyholders.

"Business enterprise" means a commercial enterprise or establishment.

"Certified", when used in regard to financial statements, has the same meaning as in 17 CFR 210.1-02 as of April 1, 2001+999. No incorporation of the Code of Federal Regulations in this Section 451.10 includes any later amendment or edition.

"Commercial general liability insurance" means insurance that covers suits against the insured for personal injury and property damages.

"Commission" means the Illinois Commerce Commission.

"Electric cooperative" means the same as that term is defined in Section 3.4 of the Electric Supplier Act [220 ILCS 30/3.4].

"Financial statements" has the same meaning as in 17 CFR 210.3-01 to 210.3-05 as of April 1, 2001+999. No incorporation of the Code of Federal Regulations in this Section 451.10 includes any later amendment or edition.

"Funds from operations interest coverage" equals (cash flow from operations exclusive of changes in working capital plus gross interest

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expense) divided by gross interest incurred before subtraction of capitalized interest and interest income.

"Funds from operations to average total debt" equals (cash flow from operations exclusive of changes in working capital plus depreciation adjustment for operating leases) divided by the average balance of total debt.

"Guarantee" means an undertaking by a guarantor to pay or fulfill the obligation upon failure of the principal obligor to fulfill its contractual obligations. A guarantee shall contain the following provisions:

The guarantee is one of payment and not of collection;

The guarantor's obligations under the guarantee are weighed equally with other guarantees;

The obligations from transactions entered into under the original guarantee must be the subject of an ongoing guarantee;

The guarantee reinstates if any guaranteed payment made by the primary obligor is recaptured as a result of bankruptcy or insolvency; and

The guarantee is binding on successors of the guarantor.

"Letter of credit" means an instrument issued by a bank guaranteeing the payment of a customer's (i.e., the applicant or ARES) drafts in favor of a third party up to a stated amount for a specified period.

"License bond" means an obligation of a surety to pay the monies that the licensee owes the State of Illinois for violations of the duties and obligations imposed on it as an ARES.

"Management position" means an employed position whereby an individual is responsible for directing, supervising, or administering the activities of a group of two or more people with fiscal responsibility and authority over that group.

"Material" has the same meaning as in 17 CFR 210.1-02 as of April 1, 2001+999. No incorporation of the Code of Federal Regulations in this Section 451.10 includes any later amendment or edition.

"Municipal system" means any public utility owned and operated by any political subdivision or municipal corporation of the State of Illinois, or owned by such an entity and operated by any lessee or agent thereof.

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"Payment bond" means an obligation of a surety to pay the monies that the principal (i.e., the applicant or ARES) owes another party in the event that the applicant fails for whatever reason to perform its contract(s).

"Permit bond" has the same meaning as "license bond".

"Pre-tax interest coverage" equals earnings from continuing operations before interest and taxes divided by gross interest incurred before subtraction of capitalized interest and interest income.

"Qualifying surety" means a surety or insurer that is authorized by the U.S. Department of Treasury pursuant to 31 USC 9305. A qualifying surety or insurer may not underwrite more than the amount specified by the U.S. Department of Treasury on a single bond.

"Ratings agency" means Standard & Poor's or its successor, Moody's Investors Service or its successor, ~~Buff & Phelps~~^{or its successor} or Fitch IBCA, Duff & Phelps or its successor.

"Retail customer", as used in this Part, means the same as the term is defined in Section 16-102 of the Act.

"Segment" refers to a component of an entity whose activities represent a separate major line of business or class of customer.

"Small commercial retail customer" means the same as the term is defined in Section 16-102 of the Act.

"Surplus Line Association of Illinois" is an organization of Illinois surplus line producers as defined in Section 445.1 of the Illinois Insurance Code [215 ILCS 5/445.1]

"Technical staff" means a staff of trained technical experts in electric power and energy supply, including persons who have completed an accredited or otherwise recognized apprenticeship program or a formal education program and persons who possess no less than four years of experience working in a similar position with a utility, ARES or related business. This shall also include those persons registered as professional engineers as required by the Professional Engineering Practice Act of 1989 [225 ILCS 325].

"Total debt" equals notes payable plus current portion of long-term debt, preferred stock and capitalized lease obligations plus long-term debt plus capitalized lease obligations plus total off balance sheet debt.

"Total debt to total capitalization" equals total debt divided by

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(total debt plus minority interest, total preferred and preference stock plus common equity).

"Unconditional guarantee" has the same meaning as "guarantee" with these additional provisions: means an undertaking by a guarantor to pay or fulfill the obligation upon failure of the principal obligor to fulfill its contractual obligations. An unconditional guarantee shall contain the following provisions:

The guarantee is one of payment and not of collection;

The guarantor's obligations under the guarantee are weighed equally with other guarantees;

The obligations from transactions entered into under the original guarantee must be the subject of an ongoing guarantee;

The guarantee reinstates if any guaranteed payment made by the primary obligor is recaptured as a result of bankruptcy or insolvency;

The guarantee is binding on successors of the guarantor;

The guarantor has subjected itself to jurisdiction and service of process in accordance with the laws of the State of Illinois, and the guarantee will be construed in accordance with the laws of the State of Illinois without reference to conflict of laws principles; and

The guaranteed obligations are unconditional, irrespective of value, genuineness, validity, waiver, release, alteration, amendment, and enforceability of the guaranteed obligations.

(Source: Amended at 26 Ill. Reg. _____, effective _____)

SUBPART B: EXPEDITED PROCEDURES FOR APPLICANTS WHO SEEK TO SERVE ONLY NONRESIDENTIAL CUSTOMERS WITH MAXIMUM ELECTRICAL DEMANDS OF ONE MEGAWATT OR MORE

Section 451.110 Financial Qualifications under Subpart B

a) An applicant shall be deemed to possess sufficient financial capabilities to serve non-residential retail customers with maximum electrical demand of one megawatt or more if the applicant meets any of the following criteria:

1) The applicant maintains at least one of the following commercial paper ratings: A-2 or higher from Standard & Poor's or its

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successor, P-2 or higher from Moody's Investors Service or its successor, B- or higher from Buff & Phelps or its successor, or F-2 or higher from Fitch IBCA, Duff & Phelps or its successor; or at least one of the following long-term credit ratings: BBB- or higher from Standard & Poor's or its successor, Baa3 or higher from Moody's Investors Service or its successor, BBB- or higher from Buff & Phelps or its successor, or BBB- or higher from Fitch IBCA, Duff & Phelps or its successor. The applicant shall provide with its application a copy of the ratings agency reports that present the ratings of the applicant.

- 2) The applicant maintains a borrowing agreement with an affiliate.
- A) The affiliate must have that has at least one of the following commercial paper ratings: A-2 or higher from Standard & Poor's or its successor, P-2 or higher from Moody's Investors Service or its successor, B-2- or higher from Buff & Phelps or its successor, or F-2 or higher from Fitch IBCA, Duff & Phelps or its successor; or at least one of the following long-term credit ratings: BBB- or higher from Standard & Poor's or its successor, Baa3 or higher from Moody's Investors Service or its successor, BBB- or higher from Buff & Phelps or its successor, or BBB- or higher from Fitch IBCA, Duff & Phelps or its successor.

B) The amount of credit available to the applicant under the borrowing agreement shall be no less than the greater of \$500,000 or 5% of the amount of the applicant's revenue for its most recently completed fiscal year. That amount of revenue must appear in the applicant's certified financial statements, or those of the applicant's parent, that have received an accountant's report that certifies those financial statements to be free of material misstatement. If the applicant is using the certified financial statements of its parent, the amount of credit available under the borrowing agreement shall be determined using the applicable revenue amount from the segment information section of the certified financial statements of the applicant's parent.

i) If the applicant is listed separately in the segment information section, the applicant's revenue shall be used.

ii) If the segment information section is broken down by operation, or other means, the revenue for the entire segment of which the applicant is part shall be used, unless a certified breakdown of the segment by company is provided.

C) The borrowing agreement shall be valid for a period of not less than one year.

D) The applicant shall provide a copy of the following:

iA) The ratings agency reports that present the ratings of the affiliate with which the applicant maintains the

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borrowing agreement;

- iiB) The borrowing agreement;
- iiie) The applicant's certified financial statements or those of the applicant's parent, as applicable; and
- ivB) The accountant's report for the applicant's certified financial statements or those of the applicant's parent, as applicable.

- 3) The obligations of the applicant to unaffiliated companies arising from the acquisition of electric energy that can be delivered to retail customers in the State of Illinois, ~~and the fuel-required-to-produce-electric-energy~~ for sale, lease or in exchange for other value received, ~~or--from--the-delivery-or furnishing-of-electric-power-or-energy--to--one--or--more--retail customers~~ are covered under ~~a an-unconditional~~ guarantee, payment bond, or letter of credit.

A) The guarantee, payment bond, or letter of credit shall be in an amount that is no less than the greater of \$500,000 or 5% of the amount of the applicant's revenue from the sale of electric energy for the most recently completed fiscal year. That amount of revenue must appear in the applicant's certified financial statements, or those of the applicant's parent, that have received an accountant's report that certifies those financial statements to be free of material misstatement. If the applicant is using the certified financial statements of its parent, the amount of credit available under the borrowing agreement shall be determined using the applicable revenue amount from the segment information section of the certified financial statements of the applicant's parent.

i) If the applicant is listed separately in the segment information section, the applicant's revenue shall be used.

ii) If the segment information section is broken down by operation, or other means, the revenue for the entire segment of which the applicant is part shall be used, unless a certified breakdown of the segment by company is provided.

B) The unconditional guarantee, payment bond, or letter of credit shall be valid for a period of not less than one year.

CA) Unconditional Guarantee. The guarantor shall be an affiliate of the applicant that maintains at least one of the following commercial paper ratings: A-2 or higher from Standard & Poor's or its successor, P-2 or higher from Moody's Investors Service or its successor, B-2-or-higher from ~~from--Baa3--or--higher~~ or F-2 or higher from Fitch IBCA, Duff & Phelps or its successor; or at least one of the following long-term credit ratings: BBB- or higher

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from Standard & Poor's or its successor, Baa3 or higher from Moody's Investors Service or its successor, BBB-or-higher from ~~from--Baa3--or--higher~~ or BBB- or higher from Fitch IBCA, Duff & Phelps or its successor. The guarantee shall obligate the guarantor to make contractually required payment, net of set-offs for any amounts owed to the applicant, to the supplier for services rendered or power supplied in the event the applicant defaults. The applicant shall provide a copy of the following:

- i) The ratings agency reports that present the ratings of the affiliate that is the guarantor;
- ii) The unconditional guarantee;
- iii) The certified financial statements, including the accountant's report, of the applicant, and or those of the applicant's parent, as applicable. If the amount of the guarantee is without dollar limitation, neither the applicant's certified financial statements nor those of the applicant's parent are required.

iv) ~~The accountant's report for--the--certified--financial statements--of--the--applicant--~~

DB) Payment Bond. An applicant using a payment bond or payment bonds shall provide a copy of the following:

- i) The payment bonds;
- ii) The certified financial statements of the applicant or those of the applicant's parent, as applicable; and
- iii) The accountant's report for the certified financial statements of the applicant or those of the applicant's parent, as applicable.

EE) Letter of Credit. The letter of credit shall be irrevocable and issued by a financial institution with a long-term obligation rating of A- or higher from Standard & Poor's or its successor, A3 or higher from Moody's Investors Service or its successor, ~~A--or-higher--from--Baa3--or--higher~~ or Fitch IBCA, Duff & Phelps or its successor. The applicant shall provide a copy of the following:

- i) The letter of credit;
- ii) The ratings agency report that presents the long-term obligation rating of the financial institution extending the credit;
- iii) The certified financial statements of the applicant or those of the applicant's parent, as applicable; and
- iv) The accountant's report for the certified financial statements of the applicant or those of the applicant's parent, as applicable.

FB) This option is only available to an applicant that will engage in activities that could result in the applicant holding an ownership interest in or taking title to electric

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energy for the purpose of sale or resale to Illinois retail customers.

- 4) The applicant certifies that it will offer to reimburse its Illinois retail customers for the additional costs those customers incur to acquire electric energy as a result of the applicant's failure to comply with a contractual obligation to supply such energy. The applicant's prospective obligation to reimburse Illinois retail customers shall be covered by an unconditional guarantee, payment bond, or letter of credit. Any dollar limitation on the unconditional guarantee, payment bond, or letter of credit shall equal not less than the product of 1080 times an estimate of the maximum number of megawatts the applicant expects to schedule over the next twelve months times the average of the 45 highest daily market prices of electric energy traded during the previous year. Each January, the Commission shall choose a published price index for electricity for use in this subsection (a)(4). The daily market price of electric energy shall equal the published price index for electricity traded in Illinois, except in the event that no price index for electricity traded in the State of Illinois is published, then the daily market price of electricity shall be determined by the use of a published price index for electricity traded at the nearest location to the State of Illinois. The unconditional guarantee, payment bond, or letter of credit shall be valid for a period of not less than one year.

A) Unconditional Guarantee. The guarantor shall be an affiliate of the applicant that maintains at least one of the following commercial paper ratings: A-2 or higher from Standard & Poor's or its successor, P-2 or higher from Moody's Investors Service or its successor, B-2 or higher from ~~from-Buff-&-Phelps-or-its-successor~~ or F-2 or higher from Fitch IBCA, Duff & Phelps or its successor; or at least one of the following long-term credit ratings: BBB- or higher from Standard & Poor's or its successor, Baa3 or higher from Moody's Investors Service or its successor, BBB- or higher from ~~from-Buff-&-Phelps-or-its-successor~~ or BBB- or higher from Fitch IBCA, Duff & Phelps or its successor. The applicant shall provide a copy of the following:

- The ratings agency reports that present the ratings of the affiliate that is the guarantor;
- The unconditional guarantee; and
- A good faith estimate of the peak amount of MW the applicant will schedule during the remainder of the current calendar year.

B) Payment Bond. The payment bond or payment bonds shall be issued by a qualifying surety authorized to transact business in the State of Illinois or by a surety whose Best's rating is A- or better and whose Best's financial

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size category is VII or larger, and whose contract of insurance is issued pursuant to Section 445 or 445a of the Illinois Insurance Code [215 ILCS 5/445 or 445a] and countersigned by the Surplus Line Association of Illinois or its successor. The applicant shall provide a copy of the following:

- The payment bonds or the contract of insurance with the countersignature of the Surplus Line Association of Illinois or its successor as applicable; and,
- ~~The authorization for the qualifying surety to transact business in the State of Illinois, and~~
- A good faith estimate of the peak amount of MW the applicant will schedule during the remainder of the current calendar year.

C) Letter of Credit. The letter of credit shall be irrevocable and issued by a financial institution with a long-term obligation rating of A- or higher from Standard & Poor's or its successor, A3 or higher from Moody's Investors Service or its successor, A- or higher from Fitch IBCA, Duff & Phelps or its successor. The applicant shall provide a copy of the following:

- The letter of credit;
- The ratings agency report that presents the long-term obligation rating of the financial institution extending the credit; and
- A good faith estimate of the peak amount of MW the applicant will schedule during the remainder of the current calendar year.

5) The applicant maintains a line of credit or revolving credit agreement.

A) The line of credit or revolving credit agreement must be from a financial institution with a long-term obligation rating of A- or higher from Standard & Poor's or its successor, A3 or higher from Moody's Investors Service or its successor, A- or higher from Fitch IBCA, Duff & Phelps or its successor.

B) The amount of the line of credit or revolving credit agreement shall be no less than the greater of \$500,000 or 5% of the amount of revenue for the most recently completed fiscal year. That amount of revenue must appear in the applicant's certified financial statements, or those of the applicant's parent, that have received an accountant's report that certifies those financial statements to be free of material misstatement. If the applicant is using the certified financial statements of its parent, the amount of credit available under the borrowing agreement shall be

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determined using the applicable revenue amount from the segment information section of the certified financial statements of the applicant's parent.

- i) If the applicant is listed separately in the segment information section the applicant's revenue shall be used.
- ii) If the segment information section is broken down by operation, or other means, the revenue for the entire segment of which the applicant is part shall be used, unless a certified breakdown of the segment by company is provided.
- C) The line of credit or revolving credit agreement shall be valid for a period of not less than one year.
- D) The applicant shall provide a copy of the following:
 - iA) The line of credit or revolving credit agreement;
 - iiB) The ratings agency report that presents the long-term obligation rating of the financial institution extending the credit;
 - iiiE) The applicant's certified financial statements or those of the applicant's parent, as applicable; and
 - ivB) The accountant's report for the applicant's financial statements or those of the applicant's parent, as applicable.
- 6) The applicant earns 12 points on the financial ratios set forth in subsection (a)(6)(A):
 - A) Financial Ratios
 - i) Pre-Tax Interest Coverage (rounded to the nearest 0.1)
 - 4.0 or above: 5 points
 - 3.5 to 3.9: 4 points
 - 3.0 to 3.4: 3 points
 - 2.5 to 2.9: 2 points
 - 2.0 to 2.4: 1 point
 - 1.9 or below: 0 points
 - ii) Funds from Operations Interest Coverage (rounded to the nearest 0.1)
 - 4.5 or above: 5 points
 - 4.0 to 4.4: 4 points
 - 3.5 to 3.9: 3 points
 - 3.0 to 3.4: 2 points
 - 2.5 to 2.9: 1 point
 - 2.4 or below: 0 points
 - iii) Funds from Operations to Total Debt (rounded to the nearest 1%)

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- 31% or above: 5 points
- 26% to 30%: 4 points
- 21% to 25%: 3 points
- 16% to 20%: 2 points
- 11% to 15%: 1 point
- 10% or below: 0 points
- iv) Total Debt to Total Capital (rounded to the nearest 1%)
 - 57% or below: 5 points
 - 58% to 60%: 4 points
 - 61% to 63%: 3 points
 - 64% to 66%: 2 points
 - 67% to 69%: 1 point
 - 70% or above: 0 points

- B) The applicant shall provide the following:
 - i) The applicant's certified financial statements for its most recently completed fiscal year;
 - ii) The accountant's report for the applicant's certified financial statements; and
 - iii) A schedule showing the calculation of each financial ratio with a reference to the applicant's certified financial statements provided for each input of the calculation.
- b) An applicant that will provide electric power and energy with property, plant, and equipment that it owns, controls, or operates shall have in force, and provide proof that it has in force, general liability insurance that shall remain in effect for a period of not less than one year.
 - 1) The applicant shall be deemed to have sufficient commercial general liability insurance if that coverage is in the amount of at least \$100,000,000. The commercial general liability insurance must be maintained with insurance companies assigned Best's ratings of A- or better and Best's financial sizes of VII or larger.
- 2) The applicant shall provide a certificate of insurance as part of its application for certification. If the applicant or ARES renews or makes changes in its insurance coverage, the insurance coverage must be continuous and without interruption. The certificate of insurance and the insurance policies shall not a provision that coverage afforded under the policies shall not be cancelled, allowed to expire, or subjected to a reduction in the limits in any manner unless at least 30 days prior written notice (10 days notice in the case of nonpayment of premium) has been given to the Commission.

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(Source: Amended at 26 Ill. Reg. _____, effective _____)

SUBPART C: PROCEDURES FOR APPLICANTS SEEKING TO SERVE NONRESIDENTIAL RETAIL CUSTOMERS WITH ANNUAL ELECTRICAL CONSUMPTION GREATER THAN 15,000 kWh

Section 451.220 Financial Qualifications under Subpart C

a) An applicant shall be deemed to possess sufficient financial resources to be certified as an ARES able to serve only nonresidential retail customers with annual electrical consumption in excess of 15,000 kilowatt hours if it meets any of the following criteria:

- 1) The applicant maintains at least one of the following commercial paper ratings: A-2 or higher from Standard & Poor's or its successor, P-2 or higher from Moody's Investors Service or its successor, B-2 or higher from Duff & Phelps or its successor; or F-2 or higher from Fitch IBCA, Duff & Phelps or its successor; or at least one of the following long-term credit ratings: BBB- or higher from Standard & Poor's or its successor, Baa3 or higher from Moody's Investors Service or its successor, BBB- or higher from Duff & Phelps or its successor; or BBB- or higher from Fitch IBCA, Duff & Phelps or its successor. The applicant shall provide with its application a copy of the ratings agency reports that present the ratings of the applicant.
- 2) The applicant maintains a borrowing agreement with an affiliate.

A) The affiliate must have that--has at least one of the following commercial paper ratings: A-2 or higher from Standard & Poor's or its successor, P-2 or higher from Moody's Investors Service or its successor, B-2 or higher from Duff & Phelps or its successor; or F-2 or higher from Fitch IBCA, Duff & Phelps or its successor; or at least one of the following long-term credit ratings: BBB- or higher from Standard & Poor's or its successor, Baa3 or higher from Moody's Investors Service or its successor, BBB- or higher from Duff & Phelps or its successor; or BBB- or higher from Fitch IBCA, Duff & Phelps or its successor.

B) The amount of credit available to the applicant under the borrowing agreement shall be no less than the greater of \$750,000 or 7.5% of the amount of the applicant's revenue for its most recently completed fiscal year. That amount of revenue must appear in the applicant's certified financial statements, or those of the applicant's parent, that have received an accountant's report that certifies those financial statements to be free of material misstatement. If the applicant is using the certified financial statements of its parent, the amount of credit available under the borrowing agreement shall be determined using the applicable revenue amount from the segment information section of the

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certified financial statements of the applicant's parent.
i) If the applicant is listed separately in the segment information section, the applicant's revenue shall be used.

ii) If the segment information section is broken down by operation, or other means, the revenue for the entire segment of which the applicant is part shall be used, unless a certified breakdown of the segment by company is provided.

C) The borrowing agreement shall be valid for a period of not less than one year.

D) The applicant shall provide a copy of the following:

- iA) The ratings agency reports that present the ratings of the affiliate with which the applicant maintains the borrowing agreement;
- iiB) The borrowing agreement;
- iiiE) The applicant's certified financial statements or those of the applicant's parent, as applicable;
- ivB) The accountant's report for the applicant's certified financial statements or those of the applicant's parent, as applicable.

3) The obligations of the applicant to unaffiliated companies arising from the acquisition of electric energy that can be delivered to retail customers in the State of Illinois, and the fuel-required-to-produce-electric-energy, for sale or lease or in exchange for other value received, or--from--the--delivery--or furnishing--of--electric--power--or--energy--to--one--or--more--retail customers, are covered under an unconditional guarantee, payment bond, or letter of credit.

A) The guarantee, payment bond, or letter of credit shall be in an amount that is no less than the greater of \$750,000 or 7.5% of the amount of the applicant's revenue from the sale of electric energy for the most recently completed fiscal year. That amount of revenue must appear in the applicant's certified financial statements, or those of the applicant's parent, that have received an accountant's report that certifies those financial statements to be free of material misstatement. If the applicant is using the certified financial statements of its parent, the amount of credit available under the borrowing agreement shall be determined using the applicable revenue amount from the segment information section of the certified financial statements of the applicant's parent.

i) If the applicant is listed separately in the segment information section, the applicant's revenue shall be used.

ii) If the segment information section is broken down by operation, or other means, the revenue for the entire

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segment of which the applicant is part shall be used, unless a certified breakdown of the segment by company is provided.

B) The unconditional guarantee, payment bond, or letter of credit shall be valid for a period of not less than one year.

CA) ~~Unconditional~~ Guarantee. The guarantor shall be an affiliate of the applicant that maintains at least one of the following commercial paper ratings: A-2 or higher from Standard & Poor's or its successor, P-2 or higher from Moody's Investors Service or its successor, B-2--or--higher from--Duff--&--Phelps--or--its--successor, B-2--or--higher from Fitch IBCA, Duff & Phelps or its successor, or at least one of the following long-term credit ratings: BBB- or higher from Standard & Poor's or its successor, Baa3 or higher from Moody's Investors Service or its successor, BBB--or--higher from--Duff--&--Phelps--or--its--successor, or BBB- or higher from Fitch IBCA, Duff & Phelps or its successor. The guarantor shall obligate the guarantor to make contractually required payment, net of set-offs for any amounts owed to the applicant, to the supplier for services rendered or power supplied in the event the applicant defaults. The applicant shall provide a copy of the following:

- i) The ratings agency reports that present the ratings of the affiliate that is the guarantor;
 - ii) The unconditional guarantee;
 - iii) The applicant's certified financial statements, or those of the applicant's parent, as applicable, including the accountant's report, and if the amount of the guarantee is without dollar limitation, neither the applicant's certified financial statements, nor those of the applicant's parents, are required.
 - iv) ~~The--accountant's--report--for--the--certified--financial statements--of--the--applicant--~~
- DB) Payment Bond. An applicant using a payment bond or payment bonds shall provide a copy of the following:
- i) The payment bonds;
 - ii) The certified financial statements of the applicant or those of the applicant's parent, as applicable; and
 - iii) The accountant's report for the certified financial statements of the applicant or those of the applicant's parent, as applicable.

EE) Letter of Credit. The letter of credit shall be irrevocable and issued by a financial institution with a long-term obligation rating of A- or higher from Standard & Poor's or its successor, A3 or higher from Moody's Investors Service or its successor, A--or--higher--from--Duff--&--Phelps--or--its successor, or A- or higher from Fitch IBCA, Duff & Phelps or

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its successor. The applicant shall provide a copy of the following:

- i) The letter of credit;
- ii) The ratings agency report that presents the long-term obligation rating of the financial institution extending the credit;
- iii) The certified financial statements of the applicant or those of the applicant's parent, as applicable; and
- iv) The accountant's report for the certified financial statements of the applicant or those of the applicant's parent, as applicable.

FD) This option is only available to an applicant that will engage in activities that could result in the applicant holding an ownership interest in or taking title to electric energy for the purpose of sale or resale to Illinois retail customers.

- 4) The applicant certifies that it will offer to reimburse its Illinois retail customers for the additional costs those customers incur to acquire electric energy as a result of the applicant's failure to comply with a contractual obligation to supply such energy. The applicant's prospective obligation to reimburse Illinois retail customers shall be covered by an unconditional guarantee, payment bond, or letter of credit. Any dollar limitation on the unconditional guarantee, payment bond, or letter of credit shall equal not less than the product of 1080 times an estimate of the maximum number of megawatts the applicant expects to schedule over the next twelve months times the average of the 45 highest daily market prices of electric energy traded during the previous year. Each January, the Commission shall choose a published price index for electricity for use in this subsection (a)(4). The daily market price of electric energy shall equal the published price index for electricity traded in Illinois, except in the event that no price index for electricity traded in the State of Illinois is published, then the daily market price of electricity shall be determined by the use of a published price index for electricity traded at the nearest location to the State of Illinois. The unconditional guarantee, payment bond, or letter of credit shall be valid for a period of not less than one year.

A) Unconditional Guarantee. The guarantor shall be an affiliate of the applicant that maintains at least one of the following commercial paper ratings: A-2 or higher from Standard & Poor's or its successor, P-2 or higher from Moody's Investors Service or its successor, B-2--or--higher from--Duff--&--Phelps--or--its--successor, or P-2 or higher from Fitch IBCA, Duff & Phelps or its successor; or at least one of the following long-term credit ratings: BBB- or higher from Standard & Poor's or its successor, Baa3 or higher from

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Moody's Investors Service or its successor, ~~BBB- or higher from Duff & Phelps or its successor, or BBB- or higher from Fitch IBCA, Duff & Phelps or its successor.~~ The applicant shall provide a copy of the following:

- i) The ratings agency reports that present the ratings of the affiliate that is the guarantor;
- ii) The unconditional guarantee; and
- iii) A good faith estimate of the peak amount of MW the applicant will schedule during the remainder of the current calendar year.

B) Payment Bond. The payment bond or payment bonds shall be issued by a qualifying surety authorized to transact business in the State of Illinois or by a surety whose Best's rating is A- or better and whose Best's financial size category is VII or larger, and whose contract of insurance is issued pursuant to Section 445 or 445a of the Illinois Insurance Code and countersigned by the Surplus Line Association of Illinois or its successor. The applicant shall provide a copy of the following:

- i) The payment bonds or the contract of insurance with the countersignature of the Surplus Line Association of Illinois or its successor as applicable; and
- ii) ~~the authorization for the State of Illinois, and to transact business in the State of Illinois, and~~
- iii) A good faith estimate of the peak amount of MW the applicant will schedule during the remainder of the current calendar year.

C) Letter of Credit. The letter of credit shall be irrevocable and issued by a financial institution with a long-term obligation rating of A- or higher from Standard & Poor's or its successor, A3 or higher from Moody's Investors Service or its successor, ~~A- or higher from Duff & Phelps or its successor, or A- or higher from Fitch IBCA, Duff & Phelps or its successor.~~ The applicant shall provide a copy of the following:

- i) The letter of credit;
- ii) The ratings agency report that presents the long-term obligation rating of the financial institution extending the credit; and
- iii) A good faith estimate of the peak amount of MW the applicant will schedule during the remainder of the current calendar year.

5). The applicant maintains a line of credit or revolving credit agreement.

A) The line of credit or revolving credit agreement must be from a financial institution with a long-term obligation rating of A- or higher from Standard & Poor's or its successor, A3 or higher from Moody's Investors Service or

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its successor, ~~A- or higher from Duff & Phelps or its successor, or A- or higher from Fitch IBCA, Duff & Phelps or its successor.~~

B) The amount of the line of credit or revolving credit agreement shall be no less than the greater of \$750,000 or 7.5% of the amount of the applicant's revenue for the most recently completed fiscal year. That amount of revenue must appear in the applicant's certified financial statements, or those of the applicant's parent, that have received an accountant's report that certifies those financial statements to be free of material misstatement. If the applicant is using the certified financial statements of its parent, the amount of credit available under the borrowing agreement shall be determined using the applicable revenue amount from the segment information section of the certified financial statements of the applicant's parent.

i) If the applicant is listed separately in the segment information section, the applicant's revenue shall be used.

ii) If the segment information section is broken down by operation, or other means, the revenue for the entire segment of which the applicant is part shall be used, unless a certified breakdown of the segment by company is provided.

C) The line of credit or revolving credit agreement shall be valid for a period of not less than one year.

D) The applicant shall provide a copy of the following:

- iA) The line of credit or revolving credit agreement;
- iiB) The ratings agency report that presents the long-term obligation rating of the financial institution extending the credit;
- iiiE) The applicant's certified financial statements or those of the applicant's parent, as applicable; and
- ivB) The accountant's report for the applicant's certified financial statements or those of the applicant's parent, as applicable.

6) The applicant earns 12 points on the financial ratios set forth in subsection (a)(6)(A):

A) Financial Ratios

- i) Pre-Tax Interest Coverage (rounded to the nearest 0.1)
 - 4.4 or above: 5 points
 - 3.9 to 4.3: 4 points
 - 3.4 to 3.8: 3 points
 - 2.9 to 3.3: 2 points
 - 2.4 to 2.8: 1 point
 - 2.3 or below: 0 points

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ii) Funds from Operations Interest Coverage (rounded to the nearest 0.1)

- 4.9 or above: 5 points
- 4.4 to 4.8: 4 points
- 3.9 to 4.3: 3 points
- 3.4 to 2.8: 2 points
- 2.9 to 3.3: 1 point
- 2.8 or below: 0 points

iii) Funds from Operations to Total Debt (rounded to the nearest 1%)

- 38% or above: 5 points
- 33% to 37%: 4 points
- 28% to 32%: 3 points
- 23% to 27%: 2 points
- 18% to 22%: 1 point
- 17% or below: 0 points

iv) Total Debt to Total Capitalization (rounded to the nearest 1%)

- 50% or below: 5 points
- 51% to 53%: 4 points
- 54% to 56%: 3 points
- 57% to 59%: 2 points
- 60% to 62%: 1 point
- 63% or above: 0 points

B) The applicant shall provide the following:

- i) The applicant's certified financial statements for its most recently completed fiscal year;
- ii) The accountant's report for the applicant's certified financial statements; and
- iii) A schedule showing the calculation of each financial ratio with a reference to the applicant's certified financial statements provided for each input of the calculation.

b) An applicant that does not either meet or qualify for certification under any of the criteria set forth in subsection (a) shall describe its financial resources and explain why those financial resources are sufficient for the goods and services it seeks to provide. If the applicant's financial resources are not sufficient for the services it seeks to provide or if the financial documents do not otherwise establish that the applicant possesses adequate financial resources to provide the service for which it seeks a certificate of service authority, the Commission shall deny granting that certificate of

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service authority. In its application, the applicant shall provide the following:

- 1) An explanation of how its supporting documentation demonstrates that its financial resources are sufficient for the goods and services it seeks to provide; and
- 2) The applicant's certified financial statements, or those of its parent if the segment information contained in the parent's financial statements is sufficiently detailed to establish the adequacy of the applicant's financial resources, and accountant's report. If the applicant does not have certified financial statements and an accountant's report, the applicant shall provide all of the following:

A) A balance sheet that reflects the applicant's current financial condition and includes a statement of assets, liabilities and owner's equity;

B) An income statement that reflects the applicant's current earnings. If the applicant has not yet started operations, it shall provide a projected income statement;

C) A listing of shareholders, owners, partners or proprietors with ownership interests in excess of 5% and the amount of their respective ownership interests;

D) A listing of any entities with which the applicant expects to enter into a contract within the next 12 months concerning the provision of electric power or energy, or the delivery or furnishing of electric power or energy, to retail customers;

E) Copies of all contracts with outside contractors and with all affiliated entities concerning the provision of electric power or energy, or the delivery or furnishing of electric power or energy, to retail customers;

F) A projected budget for the next three fiscal years following the current year; and

- G) If available:
 - i) Unaudited financial statements (for the most recent period available) including any compilation or review opinions;
 - ii) The most recent federal and state income tax return;
 - iii) General ledgers for the most recent 12 month period available; and
 - iv) The applicant's Dun & Bradstreet Business Information Report.

c) An applicant that will provide electric power and energy with property, plant, and equipment that it owns, controls, or operates shall have in force, and provide proof that it has in force, general liability insurance that shall remain in effect for a period of not less than one year.

- 1) The applicant shall be deemed to have sufficient commercial general liability insurance if that coverage is in the amount of

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at least \$100,000,000. The commercial general liability insurance must be maintained with insurance companies assigned Best's ratings of A- or better and Best's financial sizes of VII or larger.

2) The applicant shall provide a certificate of insurance as part of its application for certification. If the applicant or ARES renews or makes changes in its insurance coverage, the insurance coverage must be continuous and without interruption. The certificate of insurance and the insurance policies shall contain a provision that coverage afforded under the policies shall not be cancelled, allowed to expire, or subjected to a reduction in the limits in any manner unless at least 30 days prior written notice (10 days notice in the case of nonpayment of premium) has been given to the Commission.

3) Applicants having commercial general liability insurance coverage in an amount that is less than \$100,000,000 shall explain why that insurance is sufficient for the coverage of losses caused by any act or omission of the applicants or of their employees, contractors, or other agents, in the conduct of the applicants' business. If the applicant's insurance coverage is deemed insufficient or if the documents it supplies do not otherwise establish that the applicant possesses adequate insurance coverage, the Commission shall deny granting a certificate of service authority. With its explanation, the applicant shall describe the factors it considered in establishing the amount of its commercial general liability insurance coverage. In addition, the applicant shall describe the age, capacity, and fuel of the electric power production plant and the amount of its annual revenues and assets and number of employees.

(Source: Amended at 26 Ill. Reg. _____, effective _____)

SUBPART D: PROCEDURES FOR APPLICANTS SEEKING TO SERVE ALL RETAIL CUSTOMERS INCLUDING SMALL COMMERCIAL RETAIL CUSTOMERS EXCLUDING RESIDENTIAL CUSTOMERS

Section 451.300 Applicability of Subpart D

Subpart D shall apply to applicants who seek to serve all retail customers including small commercial retail customers but excluding residential customers. The requirements of this Subpart are in addition to the requirements of Subpart A. Sections 451.320 through 451.340 do not apply to electric cooperatives or municipal systems making an election under Section 17-300 of the Act (220 ILCS 5/17-300) to become an alternative retail electric supplier.

(Source: Amended at 26 Ill. Reg. _____, effective _____)

Section 451.310 General Provisions of Subpart D

- Applicant shall certify compliance with all terms and conditions required by Section 16-115A(c) of the Act [220 ILCS 5/16-115A(c)].
- An applicant that seeks to serve customers within a geographic area that is smaller than an electric utility's service area shall demonstrate that the designation of this smaller area does not violate any part of Section 16-115A of the Act [220 ILCS 5/16-115A]. Applicant shall state in its application for certification any limitations that will be imposed on the number of customers or maximum load to be served and certify that it will not deny service to a customer or group of customers nor establish any differences as to prices, terms, conditions, services, products, facilities, or in any other respect, whereby such denial or differences are based upon race, gender or income nor deny service to a customer or group of customers based on locality nor establish any unreasonable difference as to prices, terms, conditions, services, products, or facilities as between localities.
- The applicant shall certify that it will comply with the following requirements with respect to the marketing, offering and provision of products or services to residential and small commercial retail customers:
 - Any marketing materials that make statements concerning prices, terms and conditions of service shall contain information that adequately discloses the prices, terms and conditions of the products or services that the alternative retail electric supplier is offering or selling to the customer.
 - Before any customer is switched from another supplier, the alternative retail electric supplier shall give the customer written information that adequately discloses, in plain language, the prices, terms and conditions of the products and services being offered and sold to the customer.
 - An alternative retail electric supplier shall provide documentation to the Commission and to customers that substantiates any claims made by the alternative retail electric supplier regarding the technologies and fuel types used to generate the electricity offered or sold to customers.
 - The alternative retail electric supplier shall provide to the customer itemized billing statements that describe the products and services provided to the customer and their prices; and an additional statement, at least annually, that adequately discloses the average monthly prices, and the terms and conditions, of the products and services sold to the customer.
- The applicant shall certify that it will include materials comprising the consumer education program (pursuant to Section 16-117 of the Act [220 ILCS 5/16-117]) with all initial mailings to potential

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residential and small commercial retail customers and before executing any agreements or contracts with such customers.

e) The applicant shall certify that it will provide consumer education program materials (pursuant to Section 16-117 of the Act [220 ILCS 5/16-117]) at no charge to residential and small commercial retail customers upon request.

f) The applicant shall certify that it will provide to residential and small commercial retail customers on a semiannual basis information on how to obtain a list of alternative retail electric suppliers that have been found in the last 3 years by the Commission (pursuant to Section 10-108 of the Act [220 ILCS 5/10-108]) to have failed to provide service in accordance with the terms of their contracts (pursuant to Section 16-117(g)(4)(C) of the Act).

(Source: Amended at 26 Ill. Reg. _____, effective _____)

Section 451.320 Financial Qualifications under Subpart D

a) An applicant shall be deemed to possess sufficient financial resources to be certified as an ARES able to serve all retail only non-residential customers if it meets any of the following criteria:

1) The applicant maintains at least one of the following commercial paper ratings: A-2 or higher from Standard & Poor's or its successor, P-2 or higher from Moody's Investors Service or its successor, B-2 ~~or higher from Fitch IBCA, Duff & Phelps or its successor~~ or F-2 or higher from Fitch IBCA, Duff & Phelps or its successor; or at least one of the following long-term credit ratings: BBB- or higher from Standard & Poor's or its successor, Baa3 or higher from Moody's Investors Service or its successor, BBB- ~~or higher from Fitch IBCA, Duff & Phelps or its successor~~ or BBB- or higher from Fitch IBCA, Duff & Phelps or its successor. The applicant shall provide with its application a copy of the ratings agency reports that present the ratings of the applicant.

2) A) The affiliate must have that--has at least one of the following commercial paper ratings: A-2 or higher from Standard & Poor's or its successor, P-2 or higher from Moody's Investors Service or its successor, B-2 ~~or higher from Fitch IBCA, Duff & Phelps or its successor~~ or F-2 or higher from Fitch IBCA, Duff & Phelps or its successor; or at least one of the following long-term credit ratings: BBB- or higher from Standard & Poor's or its successor, Baa3 or higher from Moody's Investors Service or its successor, BBB- ~~or higher from Fitch IBCA, Duff & Phelps or its successor~~ or BBB- or higher from Fitch IBCA, Duff & Phelps or its successor.

B) The amount of credit available to the applicant under the borrowing agreement shall be no less than the greater of

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\$1,000,000 or 10% of the amount of the applicant's revenue for its most recently completed fiscal year. That amount of revenue must appear in the applicant's certified financial statements, or those of the applicant's parent, that have received an accountant's report that certifies those financial statements to be free of material misstatement. If the applicant is using the certified financial statements of its parent, the amount of credit available under the borrowing agreement shall be determined using the applicable revenue amount from the segment information section of the certified financial statements of the applicant's parent.

i) If the applicant is listed separately in the segment information section, the applicant's revenue shall be used.

ii) If the segment information section is broken down by operation, or other means, the revenue for the entire segment of which the applicant is part shall be used, unless a certified breakdown of the segment by company is provided.

C) The borrowing agreement shall be valid for a period of not less than one year.

D) The applicant shall provide a copy of the following:

iA) The ratings agency reports that present the ratings of the affiliate with which the applicant maintains the borrowing agreement;

iiB) The borrowing agreement;

iiiE) The applicant's certified financial statements or those of the applicant's parent, as applicable; and

ivB) The accountant's report for the applicant's certified financial statements or those of the applicant's parent, as applicable.

3) The obligations of the applicant to unaffiliated companies arising from the acquisition of electric energy that can be delivered to retail customers in the State of Illinois, ~~7-and-the~~ ~~fact-required-to-produce-electric-energy~~ for sale or lease or in exchange for other value received, ~~or--from--the--delivery--or~~ ~~furnishing--of--electric--power--or--energy-to-one-or-more-retail~~ customers, are covered under ~~a~~ ~~an--unconditional~~ guarantee, payment bond, or letter of credit.

A) The guarantee, payment bond, or letter of credit shall be in an amount that is no less than the greater of \$1,000,000 or 10% of the amount of the applicant's revenue from the sale of electric energy for the most recently completed fiscal year. That amount of revenue must appear in the applicant's certified financial statements, or those of the applicant's parent, that have received an accountant's report that certifies those financial statements to be free of material misstatement. If the applicant is using the certified

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financial statements of its parent, the amount of credit available under the borrowing agreement shall be determined using the applicable revenue amount from the segment information section of the certified financial statements of the applicant's parent.

- i) If the applicant is listed separately in the segment information section, the applicant's revenue shall be used.
- ii) If the segment information section is broken down by operation, or other means, the revenue for the entire segment of which the applicant is part shall be used, unless a certified breakdown of the segment by company is provided.

B) The unconditional guarantee, payment bond, or letter of credit shall be valid for a period of not less than one year.

CA) Unconditional Guarantee. The guarantor shall be an affiliate of the applicant that maintains at least one of the following commercial paper ratings: A-2 or higher from Standard & Poor's or its successor, P-2 or higher from Moody's Investors Service or its successor, B-2-or-higher from Duff & Phelps or its successor, or F-2 or higher from Fitch IBCA, Duff and Phelps or its successor; or at least one of the following long-term credit ratings: BBB- or higher from Standard & Poor's or its successor, Baa3 or higher from Moody's Investors Service or its successor, BBB- or higher from Duff & Phelps or its successor, or BBB- or higher from Fitch IBCA, Duff & Phelps or its successor. The guarantor shall obligate the guarantor to make contractually required payment, net of set-offs for any amounts owed to the applicant, to the supplier for services rendered or power supplied in the event the applicant defaults. The applicant shall provide a copy of the following:

- i) The ratings agency reports that present the ratings of the affiliate that is the guarantor;
 - ii) The unconditional guarantee;
 - iii) The applicant's certified financial statements or those of the applicant's parent, as applicable, including the accountant's report. If the amount of the guarantee is without dollar limitation, neither the applicant's certified financial statements nor those of the applicant's parent are required; and
 - iv) ~~The accountant's report for the certified financial statements of the applicant.~~
- DB) Payment Bond. An applicant using a payment bond or payment bonds shall provide a copy of the following:
- i) The payment bonds;
 - ii) The certified financial statements of the applicant or

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- iii) The accountant's report for the certified financial statements of the applicant or those of the applicant's parent, as applicable.

EE) Letter of Credit. The letter of credit shall be irrevocable and issued by a financial institution with a long-term obligation rating of A- or higher from Standard & Poor's or its successor, A3 or higher from Moody's Investors Service or its successor, ~~A---or-higher-from-Duff-&-Phelps-or-its~~ successor or A- or higher from Fitch IBCA, Duff & Phelps or its successor. The applicant shall provide a copy of the following:

- i) The letter of credit;
- ii) The ratings agency report that presents the long-term obligation rating of the financial institution extending the credit;
- iii) The certified financial statements of the applicant or those of the applicant's parent, as applicable; and
- iv) The accountant's report for the certified financial statements of the applicant or those of the applicant's parent, as applicable.

FB) This option is only available to an applicant that will engage in activities that could result in the applicant holding an ownership interest in or taking title to electric energy for the purpose of sale or resale to Illinois retail customers.

- 4) The applicant certifies that it will offer to reimburse its Illinois retail customers for the additional costs those customers incur to acquire electric energy as a result of the applicant's failure to comply with a contractual obligation to supply such energy. The applicant's prospective obligation to reimburse Illinois retail customers shall be covered by an unconditional guarantee, payment bond, or letter of credit. Any dollar limitation on the unconditional guarantee, payment bond, or letter of credit shall equal not less than the product of 1080 times an estimate of the maximum number of MW the applicant expects to schedule over the next twelve months times the average of the 45 highest daily market prices of electric energy traded during the previous year. Each January, the Commission shall choose a published price index for electricity for use in this subsection (a)(4). The daily market price of electric energy shall equal the published price index for electricity traded in Illinois, except in the event that no price index for electricity traded in the State of Illinois is published, then the daily market price of electricity shall be determined by the use of a published price index for electricity traded at the nearest location to the State of Illinois. The unconditional guarantee, payment bond, or letter of credit shall be valid for a period of

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not less than one year.

A) Unconditional Guarantee. The guarantor shall be an affiliate of the applicant that maintains at least one of the following commercial paper ratings: A-2 or higher from Standard & Poor's or its successor, P-2 or higher from Moody's Investors Service or its successor, B-2 or higher from ~~Fitch IBCA, Duff & Phelps or its successor~~ or F-2 or higher from Fitch IBCA, Duff & Phelps or its successor; or at least one of the following long-term credit ratings: BBB- or higher from Standard & Poor's or its successor, Baa3 or higher from Moody's Investors Service or its successor, BBB- or higher from ~~Fitch IBCA, Duff & Phelps or its successor~~ or BBB- or higher from Fitch IBCA, Duff & Phelps or its successor. The applicant shall provide a copy of the following:

- i) The ratings agency reports that present the ratings of the affiliate that is the guarantor;
- ii) The unconditional guarantee; and
- iii) A good faith estimate of the peak amount of MW the applicant will schedule during the remainder of the current calendar year.

B) Payment Bond. The payment bond or payment bonds shall be issued by a qualifying surety authorized to transact business in the State of Illinois or by a surety whose Best's rating is A- or better and whose Best's financial size category is VII or larger, and whose contract of insurance is issued pursuant to Section 445 or 445a of the Illinois Insurance Code and countersigned by the Surplus Line Association of Illinois or its successor. The applicant shall provide a copy of the following:

- i) The payment bonds or the contract of insurance with the countersignature of the Surplus Line Association of Illinois or its successor as applicable; and
- ii) ~~the authorization for the state of Illinois, and transact business in the State of Illinois, and~~
- iii) A good faith estimate of the peak amount of MW the applicant will schedule during the remainder of the current calendar year.

C) Letter of Credit. The letter of credit shall be irrevocable and issued by a financial institution with a long-term obligation rating of A- or higher from Standard & Poor's or its successor, A3 or higher from Moody's Investors Service or its successor, ~~A- or higher from Fitch IBCA, Duff & Phelps or its successor~~ or A- or higher from Fitch IBCA, Duff & Phelps or its successor. The applicant shall provide a copy of the following:

- i) The letter of credit;
- ii) The ratings agency report that presents the long-term obligation rating of the financial institution

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extending the credit; and

- iii) A good faith estimate of the peak amount of MW the applicant will schedule during the remainder of the current calendar year.

5) The applicant maintains a line of credit or revolving credit agreement.

A) The line of credit or revolving credit agreement must be from a financial institution with a long-term obligation rating of A- or higher from Standard & Poor's or its successor, A3 or higher from Moody's Investors Service or its successor, A- or higher from Moody's Investors Service or its successor, A- or higher from Fitch IBCA, Duff & Phelps or its successor.

B) The amount of the line of credit or revolving credit agreement shall be no less than the greater of \$1,000,000 or 10% of the amount of the applicant's revenue for the most recently completed fiscal year. That amount of revenue must appear in the applicant's certified financial statements, or those of the applicant's parent, that have received an accountant's report that certifies those financial statements to be free of material misstatement. If the applicant is using the certified financial statements of its parent, the amount of credit available under the borrowing agreement shall be determined using the applicable revenue amount from the segment information section of the certified financial statements of the applicant's parent.

i) If the applicant is listed separately in the segment information section, the applicant's revenue shall be used.

ii) If the segment information section is broken down by operation, or other means, the revenue for the entire segment of which the applicant is part shall be used, unless a certified breakdown of the segment by company is provided.

C) The line of credit or revolving credit agreement shall be valid for a period of not less than one year.

D) The applicant shall provide a copy of the following:

- iA) The line of credit or revolving credit agreement;
- iiB) The ratings agency report that presents the long-term obligation rating of the financial institution extending the credit;
- iiiE) The applicant's certified financial statements or those of the applicant's parent, as applicable; and
- ivB) The accountant's report for the applicant's certified financial statements or those of the applicant's parent, as applicable.

6) The applicant earns 12 points on the financial ratios set forth in subsection a)(6)(A):

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A) Financial Ratios

i) Pre-Tax Interest Coverage (rounded to the nearest 0.1)

4.9 or above: 5 points
 4.4 to 4.8: 4 points
 3.9 to 4.3: 3 points
 3.4 to 3.8: 2 points
 2.9 to 3.3: 1 point
 2.8 or below: 0 points

ii) Funds from Operations Interest Coverage (rounded to the nearest 0.1)

5.4 or above: 5 points
 4.9 to 5.3: 4 points
 4.4 to 4.8: 3 points
 3.9 to 4.3: 2 points
 3.4 to 3.8: 1 point
 3.32-9 or below: 0 points

iii) Funds from Operations to Total Debt (rounded to the nearest 1%)

45% or above: 5 points
 40% to 44%: 4 points
 35% to 39%: 3 points
 30% to 34%: 2 points
 25% to 29%: 1 point
 24% or below: 0 points

iv) Total Debt to Total Capitalization (rounded to the nearest 1%)

41% or below: 5 points
 42% to 44%: 4 points
 45% to 47%: 3 points
 48% to 50%: 2 points
 51% to 53%: 1 point
 54% or above: 0 points

B) The applicant shall provide the following:

- i) The applicant's certified financial statements for its most recently completed fiscal year;
- ii) The accountant's report for the applicant's certified financial statements; and
- iii) A schedule showing the calculation of each financial ratio with a reference to the applicant's certified

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financial statements provided for each input of the calculation.

- b) An applicant that does not either meet or qualify for certification under any of the criteria set forth in subsection (a) shall describe its financial resources and explain why those financial resources are sufficient for the goods and services it seeks to provide. If the applicant's financial resources are not sufficient for the services it seeks to provide or if the financial documents do not otherwise establish that the applicant possesses adequate financial resources to provide the service for which it seeks a certificate of service authority, the Commission shall deny granting that certificate of service authority. In its application, the applicant shall provide the following:
 - 1) An explanation of how its supporting documentation demonstrates that its financial resources are sufficient for the goods and services it seeks to provide; and
 - 2) The applicant's certified financial statements, or those of its parent if the segment information contained in the parent's financial statements is sufficiently detailed to establish the adequacy of the applicant's financial resources, and accountant's report. If the applicant does not have certified financial statements and an accountant's report, the applicant shall provide all of the following:
 - A) A balance sheet that reflects the applicant's current financial condition and includes a statement of assets, liabilities and owner's equity;
 - B) An income statement that reflects the applicant's current earnings. If the applicant has not yet started operations, it shall provide a projected income statement;
 - C) A listing of shareholders, owners, partners or proprietors with ownership interests in excess of 5% and the amount of their respective ownership interests;
 - D) A listing of any entities with which the applicant expects to enter into a contract within the next 12 months concerning the provision of electric power or energy, or the delivery or furnishing of electric power or energy, to retail customers;
 - E) Copies of all contracts with outside contractors and with all affiliated entities concerning the provision of electric power or energy, or the delivery or furnishing of electric power or energy, to retail customers;
 - F) A projected budget for the next three fiscal years following the current year; and
 - G) If available:
 - i) Unaudited financial statements (for the most recent period available) including any compilation or review opinions;
 - ii) The most recent federal and state income tax return;

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- iii) General ledgers for the most recent 12 month period available; and
- iv) The applicant's Dun & Bradstreet Business Information Report.

c) An applicant that will provide electric power and energy with property, plant, and equipment that it owns, controls, or operates shall have in force, and provide proof that it has in force, general liability insurance that shall remain in effect for a period of not less than one year.

- 1) The applicant shall be deemed to have sufficient commercial general liability insurance if that coverage is in the amount of at least \$100,000,000. The commercial general liability insurance must be maintained with insurance companies assigned Best's ratings of A- or better and Best's financial sizes of VII or larger.

- 2) The applicant shall provide a certificate of insurance as part of its application for certification. If the applicant or ARES renews or makes changes in its insurance coverage, the insurance coverage must be continuous and without interruption. The certificate of insurance and the insurance policies shall contain a provision that coverage afforded under the policies shall not be cancelled, allowed to expire, or subjected to a reduction in the limits in any manner unless at least 30 days prior written notice (10 days notice in the case of nonpayment of premium) has been given to the Commission.

- 3) Applicants having commercial general liability insurance coverage in an amount that is less than \$100,000,000 shall explain why that insurance is sufficient for the coverage of losses caused by any act or omission of the applicants or of their employees, contractors, or other agents, in the conduct of the applicants' business. If the applicant's insurance coverage is deemed insufficient or if the documents it supplies do not otherwise establish that the applicant possesses adequate insurance coverage, the Commission shall deny granting a certificate of service authority. With its explanation, the applicant shall describe the factors it considered in establishing the amount of its commercial general liability insurance coverage. In addition, the applicant shall describe the age, capacity, and fuel of electric power production plant and the amount of its annual revenues and assets and number of employees.

(Source: Amended at 26 Ill. Reg. _____, effective _____)

SUBPART F: FINANCIAL QUALIFICATIONS FOR THE PROVISION OF SINGLE-BILLING SERVICE

Section 451.510 Financial Qualifications under Subpart F

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An applicant may request authorization from the Commission to provide single billing services at the time it seeks certification as an ARES or at any time thereafter. However, under no circumstances may an ARES provide single billing services without authorization from the Commission. An applicant that seeks to provide single billing services shall demonstrate an ability to establish and maintain sufficient financial resources to satisfy the obligation to remit to utilities monies that the ARES collects under single billing tariffs adopted pursuant to Section 16-118(b) of the Act [220 ILCS 5/16-118(b)]. The applicant for single billing services may demonstrate this credit worthiness in one of four ways:

- a) The applicant may undertake to post and maintain a bond or bonds issued by a qualifying surety or financial institution chartered by the United States or the State of Illinois in favor of any Illinois utility in whose service territory the applicant will serve retail customers. The bond or bonds shall be in an amount equal to 15% of a good faith estimate of the total amount that the applicant expects to be obliged to pay to the utility under single billing tariffs adopted pursuant to Section 16-118(b) of the Act during the next twelve months. The applicant shall provide a copy of the bonding agreement(s) and the bond(s) to the Commission with the application to provide single billing service. The bond(s) shall be conditioned on the full and timely payment of all amounts due to the utility in accordance with the terms specified in the single billing tariffs and shall be valid for a period of not less than one year..

- b) The applicant may deliver an irrevocable letter of credit issued by a financial institution with a long-term obligation rating of A- or higher from Standard & Poor's or its successor, A3 or higher from Moody's Investors Service or its successor, ~~A- or higher from Buff- & Phelps or its successor~~ or A- or higher from Fitch IBCA, Duff & Phelps or its successor in the same amount and in favor of the same parties as the bond that would otherwise be required. The letter of credit shall provide that a draft will be honored in accordance with the terms specified in the single billing tariffs. The letter of credit shall be valid for a period of not less than one year. The applicant shall provide a copy of the letter of credit and the ratings agency reports that present the long-term obligation ratings of the issuer of the letter of credit to the Commission with the application to provide single billing service.

- c) The applicant maintains at least 2 of the following commercial paper ratings: A-2 or higher from Standard & Poor's or its successor, P-2 or higher from Moody's Investors Service or its successor, ~~B-2 or higher from Buff- & Phelps or its successor~~ or F-2 or higher from Fitch IBCA, Duff & Phelps or its successor; or at least two of the following long-term credit ratings: BBB- or higher from Standard & Poor's or its successor, Baa3 or higher from Moody's Investors Service or its successor, ~~BBB- or higher from Buff- & Phelps or its successor~~ or BBB- or higher from Fitch IBCA, Duff & Phelps or its successor. The applicant shall provide a copy of the ratings agency reports that

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present applicant's ratings to the Commission with its application to provide single billing service.

- d) All obligations of the applicant to Illinois utilities are unconditionally guaranteed by an affiliate of the applicant that maintains at least two of the following commercial paper ratings: A-2 or higher from Standard & Poor's or its successor, P-2 or higher from Moody's Investors Service or its successor, B-2 or higher from ~~Buff--& Phelps--or--its--successor~~ or F-2 or higher from Fitch IBCA, Duff & Phelps or its successor; or at least two of the following long-term credit ratings: BBB- or higher from Standard & Poor's or its successor, Baa3 or higher from Moody's Investors Service or its successor, BBB--or-higher-from-~~Buff--& Phelps--or--its--successor~~ or BBB- or higher from Fitch IBCA, Duff & Phelps or its successor. The unconditional guarantee shall be valid for a period of not less than one year. The applicant shall provide a copy of the ratings agency reports that presents these ratings of the affiliate and a copy of the guarantee to the Commission with its application.

(Source: Amended at 26 Ill. Reg. _____, effective _____)

SUBPART H: PROCEDURES FOR REPORTING CONTINUING COMPLIANCE WITH CERTIFICATION REQUIREMENTS

Section 451.740 Financial Reporting Requirements

The ARES shall provide a copy of only those documents that the ARES requires to demonstrate that it continues to possess sufficient financial resources to serve the retail customers for which it has received a certificate of service authority. The applicable documents shall be submitted at the times specified below:

- a) An ARES that seeks to demonstrate that it maintains sufficient financial resources to provide the services for which it has received a certificate of service authority using the criteria set forth in subsection (a)(1), (a)(2), (a)(3)(CA), (a)(3)(EE), (a)(4)(A), (a)(4)(C), or (a)(5) of Section 451.110, 451.220, or 451.320 or Section 451.510(b), (c) or (d) shall submit a copy of the latest ratings report presenting the commercial paper or long-term credit or obligation ratings of the ARES, creditors, affiliates, or guarantors, as applicable, from the ratings agencies between January 1 and January 31 of each year and within 15 days following any downgrade of such ratings previously filed with the Commission to a rating below A-1 or A-, if issued from Standard & Poor's or its successor, P-1 or A3, if issued from Moody's Investors Service or its successor, B-2 or A-7--if ~~issued--from--Buff--& Phelps--or--its--successor~~ or F-1 or A-, if issued from Fitch IBCA, Duff & Phelps or its successor. Within 30 days after a downgrade of the commercial paper or long-term credit or obligation ratings of the ARES or its creditors, affiliates, or guarantors, as

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applicable, to a level below the minimum required under this Part, the ARES shall submit a report that identifies the subsection under which the ARES is seeking to demonstrate that its financial resources remain sufficient for providing the services for which it has received a certificate of service authority and includes the information and documents that subsection requires.

- b) An ARES that seeks to demonstrate that it maintains sufficient financial resources to provide the services for which it has received a certificate of service authority using the criteria set forth in subsection (a)(2), (a)(3), (a)(4), or (a)(5) of Section 451.110, 451.220, or 451.320 or Section 451.510(a) or (b) shall submit a copy of any modified, replacement or additional borrowing agreements, unconditional guarantees, lines of credit, revolving credit agreements, payment bonds, and letters of credit, as applicable, shall be submitted at least 15 days in advance of any modification, cancellation or expiration of the financial agreements.
- c) Between January 1 and January 31 of each year, an ARES that seeks to use the criteria specified in Section 451.110(a)(4), 451.220(a)(4), or 451.320(a)(4) to demonstrate that it maintains sufficient financial resources to provide the services for which it has received a certificate of service authority shall provide the peak amount of MW scheduled during the previous calendar year and the date on which that amount was scheduled. If the ARES has been serving Illinois retail customers for less than 12 months, then the ARES shall also provide an estimate of the maximum amount of MW it will schedule during the current calendar year.
- d) Between January 1 and January 31 of each year, an ARES that seeks to demonstrate that it maintains sufficient financial resources to provide single billing services under Section 451.510(a) or (b) shall submit an updated good faith estimate of the amount the ARES expects to be obligated to remit to the utility under single billing tariffs adopted pursuant to Section 16-118(b) of the Act between January 1 and January 31 of each year.
- e) An ARES that seeks to demonstrate that it maintains sufficient financial resources to provide the services for which it has received a certificate of service authority using the criteria set forth in subsection (a)(2), (a)(3), (a)(5), or (a)(6) of Section 451.110, 451.220, or 451.320 shall submit a copy of its certified financial statements, or those of its parent, and accountant's report, as applicable, within 120 days after the close of its fiscal year.
- f) An ARES that seeks to maintain its certificate of service authority under Section 451.220(b) or 451.320(b) shall submit an updated version of the annual financial statements and accountant's report, if available, within 120 days after the close of its fiscal year.
- g) Insurance. Between January 1 and January 31 of each year, an ARES required to have in force commercial general liability insurance pursuant to Sections 451.110(b), 451.220(c), or 451.320(c) shall submit proof of that insurance in an amount not less than that in

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force when the ARES was granted its certificate of service authority. In addition, the ARES shall demonstrate that its commercial general liability insurance is effective for a period of not less than one year.

(Source: Amended at 26 Ill. Reg. _____, effective _____)

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1) Heading of the Part: Standards for Certification in Specific Teaching Fields

2) Code Citation: 23 Ill. Adm. Code 27

3) Section Numbers:

	<u>Proposed Action:</u>
27.10	New Section
27.100	New Section
27.110	New Section
27.120	New Section
27.130	New Section
27.140	New Section
27.150	New Section
27.160	New Section
27.170	New Section
27.180	New Section
27.190	New Section
27.200	New Section
27.210	New Section
27.220	New Section
27.230	New Section
27.240	New Section
27.250	New Section
27.260	New Section
27.270	New Section
27.280	New Section
27.300	New Section
27.310	New Section
27.320	New Section
27.330	New Section
27.340	New Section
27.400	New Section
27.410	New Section
27.420	New Section
27.430	New Section
27.440	New Section
27.450	New Section
27.460	New Section
27.470	New Section
27.480	New Section

4) Statutory Authority: 105 ILCS 5/Art. 21 and 2-3.6

5) A Complete Description of the Subjects and Issues Involved: This new Part sets forth the standards that will apply to the approval of teacher preparation programs in numerous specific teaching fields as of July 1, 2003. The standards will also apply to candidates seeking certification in these fields, as the tests of subject matter knowledge they will be

required to pass in order to receive initial certification will be based on these standards beginning July 1, 2004.

6) Will these rulemaking replace any emergency rulemaking currently in effect? No

7) Do these rulemaking contain an automatic repeal date? No

8) Do these rulemaking contain incorporations by reference? No

9) Are there any other proposed rulemakings pending on this Part? No

10) Statement of Statewide Policy Objectives: This rulemaking will not create or enlarge a state mandate.

11) Time, Place and Manner in which interested persons may comment on this Proposed rulemaking: Written comments may be submitted within 45 days of the publication of this notice to:

Sally Vogl
Agency Rules Coordinator
Illinois State Board of Education
100 North First Street
Springfield, Illinois 62777
(217) 782-3950
rules@isbe.net

12) Initial Regulatory Flexibility Analysis:

A) Types of small businesses, small municipalities and not for profit corporations affected: None

B) Reporting, bookkeeping or other procedures required for compliance: None

C) Types of professional skills necessary for compliance: None

13) Regulatory Agenda on which this rulemaking was summarized: July 2001

The full text of the Proposed Rules begins on the next page:

TITLE 23: EDUCATION AND CULTURAL RESOURCES
SUBTITLE A: EDUCATION
CHAPTER I: STATE BOARD OF EDUCATION
SUBCHAPTER b: PERSONNEL

PART 27
STANDARDS FOR CERTIFICATION IN SPECIFIC TEACHING FIELDS

SUBPART A: GENERAL

Section	Purpose and Effective Dates
27.10	
27.100	English Language Arts
27.110	Reading
27.120	Reading Specialist
27.130	Mathematics
27.140	Science - A Common Core of Standards
27.150	Biology
27.160	Chemistry
27.170	Earth and Space Science
27.180	Environmental Science
27.190	Physics
27.200	Social Science - A Common Core of Standards
27.210	Economics
27.220	Geography
27.230	History
27.240	Political Science
27.250	Psychology
27.260	Sociology and Anthropology
27.270	Physical Education
27.280	Health Education
27.300	Dance
27.310	Drama/Theatre Arts
27.320	Music
27.330	Visual Arts
27.340	Foreign Language

Section	ADDITIONAL TEACHING FIELDS
27.400	Agricultural Education
27.410	Business, Marketing, and Computer Education
27.420	English as a New Language (ENL)
27.430	Family and Consumer Sciences
27.440	Health Careers

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- 27.450 Library Information Specialist
 27.460 Technology Education
 27.470 Technology Specialist
 27.480 Work-Based Learning Teacher/Coordinator

AUTHORITY: Implementing Article 21 and authorized by Section 2-3.6 of the School Code [105 ILCS 5/Art. 21 and 2-3.6].

SOURCE: Adopted at 26 Ill. Reg. _____, effective _____.

SUBPART A: GENERAL

Section 27.10 Purpose and Effective Dates

This Part establishes the standards that, together with the standards set forth in Standards for All Illinois Teachers (see 23 Ill. Adm. Code 24), shall apply to the issuance of endorsements in specific teaching fields pursuant to Article 21 of the School Code [105 ILCS 5/Art. 21]. The standards set forth in this Part shall apply both to candidates for the respective endorsements and to the programs that prepare them. That is:

- a) beginning July 1, 2003, approval of any teacher preparation program or course of study in any field covered by this Part pursuant to the State Board's rules for Certification (23 Ill. Adm. Code 25, Subpart C) shall be based on the congruence of that program's or course's content with the standards identified in this Part; and
- b) beginning on July 1, 2004, the examination(s) required for issuance of a certificate endorsed in any field covered by this Part shall be based on the relevant standards set forth in this Part.

SUBPART B: FUNDAMENTAL LEARNING AREAS

Section 27.100 English Language Arts

- a) The competent English language arts teacher understands and uses good pedagogical skills.
 - 1) Knowledge Indicators - The competent English language arts teacher:
 - A) understands how to design, select, modify, and evaluate materials that reflect curriculum goals, current knowledge, and the interests, motivation, and needs of individual learners.
 - B) understands and is sensitive to the diversity that exists among learners and how differences influence reading, learning, and communicating.
 - C) understands cultural, linguistic, and ethnic diversity and recognizes the positive contributions of diversity.
 - D) understands the role of motivation and interest in learning

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- to read.
- E) understands the influence of school programs (e.g., remedial programs, gifted programs, and tracking) on students' learning.
- F) recognizes and understands that assessment must take into account the complex nature of reading, writing, and language and must be based on a range of authentic literacy-related tasks using a variety of texts and resources.
- G) recognizes and understands the importance of aligning assessment with curriculum and instruction.
- H) recognizes and understands the importance of technological resources in teaching and learning.
- 2) Performance Indicators - The competent English language arts teacher:
 - A) promotes the development of an environment that fosters interest and growth in all aspects of literacy.
 - B) models reading aloud.
 - C) uses good grammar and appropriate sentence construction in both oral and written communication.
 - D) practices effective listening techniques.
 - E) provides students with appropriate and constructive evaluation and feedback.
 - F) uses a variety of instructional strategies and devices to be inclusive of all learners' needs.
 - G) promotes students' understanding of interdisciplinary relevancy.
 - H) uses literature and instructional materials relative to all disciplines in appropriate fictional and non-fictional contexts.
 - I) models sensitivity to the cultural, linguistic, and ethnic diversity of all learners.
 - J) uses technological resources to enhance teaching and learning.
- b) The competent English language arts teacher understands the nature of reading, how it develops, and the implications of its many uses for instructional programs.
 - 1) Knowledge Indicators - The competent English language arts teacher:
 - A) knows that literacy is a lifelong activity that enables personal fulfillment and successful functioning in society, including participation as a citizen.
 - B) understands, respects, and values cultural, linguistic, and ethnic diversity and their relationship to learning to read.
 - C) understands reading as a process of constructing meaning through the interaction of the reader's existing knowledge and experience, the information suggested by written language, and the context of the reading situation.
 - D) understands the roles of motivation and interest in learning

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- to read.
- E) understands language development, cognition, and learning as applied to reading development.
 - F) understands the role that various language components play in reading development: phonemes (sounds of the language); morphemes (words and meaningful parts of words); semantics (meaning); and syntax (sentence structure and parts of speech); as well as the pragmatic aspect of language (how language works in social contexts).
 - G) recognizes the relationships among the four language arts (reading, writing, listening, and speaking) and knows how to provide opportunities to integrate these through instruction.
 - H) understands the importance of using reading and writing in all content areas, including social studies, mathematics, and science.
 - I) understands emergent literacy and home and school experiences that support it.
- c) The competent English language arts teacher knows the benefits and limitations of various materials and selects and uses these materials appropriately.
- 1) Knowledge Indicators - The competent English language arts teacher:
 - A) knows a variety of materials that can be used for teaching reading, including trade books (both fiction and nonfiction), commercially available basal readers, or anthologies, magazines, predictable and decodable texts, and electronic media.
 - B) knows how to create, organize, and use a classroom library.
 - 2) Performance Indicators - The competent English language arts teacher:
 - A) analyzes and evaluates the quality and appropriateness of instructional materials in terms of readability, content, length, format, illustrations, and other pertinent factors.
 - B) uses students' interests, knowledge and experiences, cultural backgrounds, and developmental levels as the basis for selecting materials.
 - C) selects and uses high-quality technological materials as a resource for reading and learning (CD-ROM, Internet, etc.).
- d) The competent English language arts teacher uses and extends oral language to develop reading.
- 1) Knowledge Indicators - The competent English language arts teacher:
 - A) understands similarities and differences in oral and written language learning.
 - B) is aware of students' dialects and language differences and understands the implications of these differences in teaching children to read standard English.

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- C) knows how oral language activities can be used effectively to teach reading.
- D) knows a variety of approaches for developing and assessing phonemic awareness, including activities that encourage rhyming and the blending, manipulation, and segmentation of phonemes.
- 2) Performance Indicators - The competent English language arts teacher:
 - A) provides oral language experiences that extend language growth and support reading development.
 - B) engages students in various types of discussion and talks about texts that are read to them.
 - C) engages students in readers' theater, choral reading, and other oral language activities that are related to reading.
- e) The competent English language arts teacher plans, teaches, and assesses student knowledge in multiple areas of word identification.
- 1) Knowledge Indicators - The competent English language arts teacher:
 - A) recognizes the types of words that should be learned as sight words and is aware of various lists of sight words.
 - B) knows the common letter-sound correspondences and English spelling patterns.
 - C) knows the organization of phonics instruction.
 - D) knows how to teach basic concepts of print (where to begin reading on a page and that print refers to speech, directionality, text format, concept of word, punctuation, etc.).
 - E) knows how to teach the letters of the alphabet.
 - F) knows ways to teach sight vocabulary effectively.
 - G) knows ways to teach phonics effectively, including word analogies, word sorting, and systematic explicit instruction.
 - H) knows how spelling and phonics relate and how to use children's writing to stimulate phonics learning and to evaluate its progress.
- 2) Performance Indicators - The competent English language arts teacher:
 - A) assesses emergent reading abilities including phonemic awareness, concepts of print, and letter knowledge.
 - B) assesses students' sight word knowledge.
 - C) encourages students to use phonics knowledge together with context to help figure out unknown words.
 - D) teaches students to use common affixes to aid word identification.
- f) The competent English language arts teacher plans, teaches, and assesses lessons to enhance reading fluency.
- 1) Knowledge Indicators - The competent English language arts teacher:
 - A) knows how to teach the letters of the alphabet.
 - B) knows ways to teach sight vocabulary effectively.
 - C) knows ways to teach phonics effectively, including word analogies, word sorting, and systematic explicit instruction.
 - H) knows how spelling and phonics relate and how to use children's writing to stimulate phonics learning and to evaluate its progress.
- 2) Performance Indicators - The competent English language arts teacher:
 - A) assesses emergent reading abilities including phonemic awareness, concepts of print, and letter knowledge.
 - B) assesses students' sight word knowledge.
 - C) encourages students to use phonics knowledge together with context to help figure out unknown words.
 - D) teaches students to use common affixes to aid word identification.

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- A) knows that oral reading fluency requires accuracy, speed, and expression and understands its role in reading development.
- B) understands the relationship between oral and silent reading.
- C) knows how to use predictable books, poetry, and songs as the basis for early fluency development.

2) Performance Indicators - The competent English language arts teacher:

- A) responds to dialect differences or developmental speech problems in oral reading.
- B) reads to students in ways that support fluency development.
- C) encourages independent reading by students.
- D) uses strategies for developing fluency, including shared reading, choral reading, repeated reading, and dramatization.

E) assesses students' fluency by listening to them read.

g) The competent English language arts teacher knows how to plan and teach effective vocabulary lessons and how to encourage the types of reading likely to stimulate progress in vocabulary learning.

1) Knowledge Indicators - The competent English language arts teacher:

- A) understands the role of vocabulary in reading comprehension and learning from text in subject areas.

- B) knows how to use technology to enhance and encourage vocabulary skills.

2) Performance Indicators - The competent English language arts teacher:

- A) uses teacher reading effectively to build new vocabulary knowledge.

- B) engages students in word play, games, and dramatization activities that teach word meanings.

- C) develops knowledge of concepts and knowledge of words and recognizes when each would be appropriate.

- D) teaches students to use context and reference materials for the learning of word meanings.

- E) teaches the meanings of common word structures (affixes, prefixes, and common roots).

- F) teaches students to define words in a variety of ways, including categories, synonyms, antonyms, definitions, contexts, pictorial representations, and analogies.

- G) teaches students to develop connections or relationships among words, contexts, and personal experiences.

- H) teaches students to review vocabulary to increase retention.

- I) encourages both a breadth and depth of reading experiences to build new vocabulary.

h) The competent English language arts teacher plans and teaches lessons that support and extend students' comprehension abilities with a

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variety of materials and assesses students' reading comprehension.

1) Knowledge Indicators - The competent English language arts teacher:

- A) knows the relationship between listening comprehension and reading comprehension.

- B) knows how types of questions affect reading comprehension and how they can be used to promote comprehension and learning.

- C) recognizes the types of questions and levels of understanding expected in different subject areas.

2) Performance Indicators - The competent English language arts teacher:

- A) encourages students to respond personally to literary and informational materials and helps them to connect their prior knowledge and experiences to text.

- B) plans and teaches guided reading lessons that model and guide students' use of comprehension strategies before, during, and after reading text.

- C) encourages a variety of students' responses to text, including dramatization, art, discussion, and multi-media presentation.

- D) teaches students to use a variety of book features (such as table of contents and index), and organizational patterns common to informational text to improve understanding and recall of text.

- E) plans and teaches lessons on how to preview and prepare to read a text effectively.

- F) plans and teaches lessons on how to monitor comprehension and how to correct confusions and misunderstandings that arise during reading.

- G) plans and teaches lessons that enable students to summarize, analyze critically, evaluate, and synthesize information read.

- H) plans and teaches units that require students to conduct research or inquiry using multiple texts and other sources of information.

- I) encourages students to write about what they read in order to improve understanding.

- J) teaches students to identify a variety of literary elements to enhance comprehension.

i) The competent English language arts teacher knows that all instruction should be based upon an assessment of students' current knowledge and abilities.

1) Knowledge Indicators - The competent English language arts teacher:

- A) understands the use of standardized and informal reading assessments, including on-going observations.

- B) knows how to conduct a parent interview to gain the parent's

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perspective on the child's reading development.

- C) understands the implications of cultural, linguistic, and ethnic differences for interpretation of assessments.
- D) recognizes technological resources appropriate to students' knowledge and ability.

2) Performance Indicators - The competent English language arts teacher:

- A) determines students' independent, instructional and frustrational reading levels.
- B) interprets appropriately the results of standardized reading tests, including the State assessment.
- C) provides continuous monitoring of students' progress through observations, work samples, and various informal assessments.
- D) assesses students' reading attitudes, motivation, and interest through observations and other informal means.
- E) utilizes assessment information to plan instruction.
- F) encourages and supports students' evaluation of their reading ability.

j) The competent English language arts teacher plans, organizes, and manages reading instruction to create a positive environment that encourages independent reading.

1) Knowledge Indicators - The competent English language arts teacher:

- A) knows ways to encourage independent reading.
- B) knows ways to involve parents and communicates with them.
- C) knows how or when technology can contribute to a positive learning environment.
- D) recognizes when a student's reading problems justify referral to various special services and initiates referral.

2) Performance Indicators - The competent English language arts teacher:

- A) establishes a physical environment appropriate for the instructional strategies being used.
- B) plans lessons that provide sufficient instructional time for all aspects of reading development and that are sufficiently varied to hold students' attention.
- C) differentiates instruction to meet students' varying needs.
- D) organizes students effectively by reading abilities and interests.
- E) uses cooperative grouping techniques.
- F) establishes a positive literacy environment that encourages interest and learning, and that highlights students' work and progress.
- G) engages parents in the educational process within and outside the classroom.
- H) summarizes evaluative information about children's learning and communicates it effectively to parents.

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I) assigns appropriate homework that supports reading growth.

J) models independent reading.

k) The competent English language arts teacher understands, models, and teaches how writers convey meaning through literary elements and techniques in a variety of genres and media.

1) Knowledge Indicators - The competent English language arts teacher:

A) identifies characteristics and authors of various literary forms (e.g., short stories, novels, drama, fables, myths, biographies, autobiographies, essays, poetry, folk tales, legends, fiction, nonfiction, fantasy, documentaries).

B) identifies literary elements including character, plot, setting, theme, conflict, resolution, climax, and mood and explains their influence on the effectiveness of the literary piece.

C) identifies point of view in a literary text (e.g., distinguishes between first and third person) and explains its effect on the reader.

D) identifies and explains ways in which an author uses language structure, literary form, word choice style, and format to convey the author's viewpoint and to elicit an emotional response from the reader.

E) identifies and describes a variety of literary techniques and devices (e.g., figurative language, allusion, foreshadowing, flashback, suspense, dialogue, description, word choice, dialect, characterization, narration, symbolism) in classic and contemporary literature representing a variety of genres and media.

2) Performance Indicators - The competent English language arts teacher:

A) demonstrates competence in general skills and strategies for reading literature.

B) formulates inferences and conclusions about story elements (e.g., main and subordinate characters, setting, theme, missing details).

C) analyzes complex elements of plot (e.g., conflict and resolution).

D) analyzes devices used to develop characters in a variety of literary texts and genre (e.g., character traits, motivations, changes, and stereotypes).

E) analyzes and evaluates the development of form (e.g., short stories, essays, speeches, poetry, plays, novels), style, and point of view and their purpose in American, British, and world literature.

F) analyzes a variety of literary techniques, devices, and structures (e.g., figurative language, allusion, foreshadowing, flashback, suspense, dialogue, description, word choice, images, dialect, characterization, narration,

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symbolism, and stream of consciousness) in classic and contemporary literature representing a variety of genres and media.

- 1) The competent English language arts teacher reads and interprets a variety of literary works and genres.

1) Knowledge Indicators - The competent English language arts teacher:

A) identifies and explains the defining characteristics of a variety of literary forms and genres (e.g., short stories, novels, drama, fables, myths, biographies, autobiographies, essays, poetry, folk tales, legends, fiction, nonfiction, fantasy, documentaries).

B) recognizes the importance of using a wide variety of print and electronic materials throughout the curriculum, including high-quality literature for children and adolescents and diverse expository materials appropriate to the age and developmental level of the learners.

C) identifies recurring themes across literary works from a variety of eras, cultures, traditions and genres.

D) recognizes the value of reading aloud to learners using a variety of genres.

E) recognizes the importance of providing time for reading of extended text for authentic purposes.

F) recognizes that literature can be a means for transmitting moral and cultural values within a community.

G) recognizes that people experience varying responses to literature.

- 2) Performance Indicators - The competent English language arts teacher:

A) demonstrates a familiarity with selected literary works of enduring quality.

B) analyzes and expresses an interpretation of literary work from a variety of eras, cultures, traditions, and genres.

C) selects literature appropriate to the level and interests of the student.

D) creates a literature-rich environment.

E) provides opportunities for students to be exposed to various purposes for reading.

F) critiques ideas and impressions generated by oral, visual, written, and electronic materials.

G) reads aloud from a variety of genres to demonstrate appropriate interpretation and appreciation.

H) models and teaches students to apply reading skills and strategies to analyze, comprehend, and appreciate a variety of literary genres (e.g., short stories, novels, drama, fables, myths, biographies, autobiographies, essays, poetry, folk tales, legends, fiction, nonfiction, fantasy, documentaries).

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I) models and teaches students how to draw on experience, interaction with other readers and writers, word-identification strategies, knowledge of word meaning, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, and graphics) to better understand literature and electronic media.

J) models responses to literary material and teaches students to respond by making inferences; drawing conclusions; making comparisons from personal, creative, and critical points of view; and sharing responses with peers.

K) models responses and teaches students to respond to and interpret what they read in a constructive or transactional process.

L) reads and provides opportunities for students to read a wide variety of literature from many periods and genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.

M) designs and demonstrates a variety of examples and multiple learning activities to teach students to identify, explain, compare, and contrast common literary themes across various societies, eras, and genres and to identify recurring themes across literary works.

N) understands and teaches students to understand and relate literary works and their elements (characters, theme, setting, plot, conflict, and resolution) to current and historical events, people, perspectives, and personal experiences.

O) analyzes form, content, purpose, and major themes of American, British, and world literature in their historical perspectives.

P) applies knowledge gained from literature as a means of understanding contemporary and historical economic, social, and political issues and perspectives.

m) The competent English language arts teacher understands, models, and teaches recognition of rhetorical sensibilities within the writing process.

1) Knowledge Indicators - The competent English language arts teacher:

A) recognizes that different writing situations, as determined by varying purposes and audiences, call for different forms, organizational strategies, styles, formats, rules of evidence, and composing processes.

B) recognizes various response strategies for helping students revise texts for appropriateness in a variety of rhetorical situations.

C) understands how to compose writing assignments that challenge students to practice writing for a variety of

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rhetorical situations.

- D) understands how technology may be used to enhance written documents for various and specific rhetorical situations.

2) Performance Indicators - The competent English language arts teacher:

- A) models and teaches analysis of various and specific rhetorical situations.

- B) models and teaches writing processes for a variety of writing modes (e.g., narrative, expository, and persuasive).

- C) enables students to write for real or potentially real situations and audiences that dictate a variety of rhetorical analyses.

- n) The competent English language arts teacher understands, models, and teaches prewriting strategies necessary for the student to meet a variety of rhetorical situations.

1) Knowledge Indicators - The competent English language arts teacher:

- A) understands the importance and value of prewriting as a component in the writing process.

- B) recognizes that different writing situations, as determined by varying purpose and audiences, call for different prewriting strategies.

- C) recognizes that learning styles of individual students are variable factors in using prewriting strategies within the writing process.

- D) understands how to compose writing assignments that challenge students to practice a variety of prewriting strategies.

- E) understands the role of pre-composition in creating computer-generated documents.

2) Performance Indicators - The competent English language arts teacher:

- A) explains and reinforces the importance of prewriting as a component in the writing process.

- B) explains the importance of pre-composition in creating computer-generated documents.

- C) models and teaches a variety of prewriting strategies as a means of generating and organizing ideas within the writing process (e.g., mapping, listing, outlining, and drafting).

- D) enables students to analyze learning styles and rhetorical situations and apply appropriate prewriting strategies.

- o) The competent English language arts teacher understands, models, and teaches strategies within the writing process that enable students to progress from prewriting to drafting documents for various and specific rhetorical situations.

1) Knowledge Indicators - The competent English language arts teacher:

- A) understands that drafting is an important, recursive

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component in the writing process.

- B) commands knowledge of spelling and grammar conventions (e.g., capitalization, punctuation, appropriate use of the eight parts of speech, syntax, diction).

- C) understands the elements of composition (i.e., thesis development, focus, organization, support and elaboration, paragraph unity, and coherence).

- D) understands how to compose writing assignments that provide opportunities to practice drafting documents.

- E) understands conference techniques that assist students with the drafting of documents.

2) Performance Indicators - The competent English language arts teacher:

- A) explains and reinforces the recursive nature of drafting within the writing process.

- B) models and teaches the elements of composition in a variety of rhetorical situations (e.g., short stories, essays, letters, and reports).

- C) models and teaches strategies that enable students to spell frequently occurring words accurately.

- D) enables students to write complete sentences and effective paragraphs using standard English conventions.

- E) models and teaches the use of modifiers to expand ideas, transitions to produce an effective control of language and ideas, and effective paragraph organization.

- F) enables students to write multi-paragraph documents that convey ideas and information in a clear and concise style.

- G) enables students to discover and improve a distinct voice in their writing.

- H) confers with students to help them with the drafting of written documents.

- I) enables students to use technology to facilitate recursive drafting of composition.

- p) The competent English language arts teacher understands, models, and teaches strategies within the writing process that enable students to revise drafts of documents written for a variety of rhetorical situations.

1) Knowledge Indicators - The competent English language arts teacher:

- A) understands the importance and value of revision as a recursive component of the writing process.

- B) understands that English conventions, style, diction, voice, and rhetorical situation drive the revision component of the writing process.

- C) commands knowledge of revision strategies appropriate to a variety of writing modes and rhetorical situations.

- D) understands how to compose writing assignments that provide practice of revision techniques.

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- 2) Performance Indicators - The competent English language arts teacher:
- A) explains and reinforces the value of revision as an important, recursive component in the writing process.
 - B) models and teaches revision strategies affecting diction, syntax, transitions, organization, and point of view.
 - C) models and teaches revision strategies affecting paragraph coherence and organization.
 - D) models and teaches revision strategies addressing various and specific rhetorical situations.
 - E) models and teaches revision strategies using contemporary technology.
- q) The competent English language arts teacher understands, models, and teaches proofreading and editing techniques for documents that address various and specific rhetorical situations.
- 1) Knowledge Indicators - The competent English language arts teacher:
 - A) understands the importance and value of editing as a component in the writing process.
 - B) commands an understanding of standard English conventions including grammar, semantics, syntax, morphology, and phonology.
 - C) understands the application of language structure and conventions in the critiquing and editing of written documents.
 - D) commands an array of strategies used to comprehend, interpret, and evaluate written documents.
 - E) understands the value and practice of editing by writers and by their peers as strategies within the writing process.
 - F) understands how to compose writing assignments to provide students practice in editing techniques with a variety of documents.
- 2) Performance Indicators - The competent English language arts teacher:
- A) explains and emphasizes editing as an important component in the writing process.
 - B) models and teaches proofreading and editing techniques for standard English conventions, clarity, and style in various and specific rhetorical situations.
 - C) models various strategies for creating written documents and for evaluating their effectiveness, including editing by writers and by their peers.
 - D) models and teaches editing techniques using contemporary technology.
- r) The competent English language arts teacher understands, models, and teaches the preparation of written documents for publication.
- 1) Knowledge Indicators - The competent English language arts teacher:

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- A) understands the importance and value of publishing as an integral component of the writing process.
 - B) understands the importance of providing hands-on experience with the technology required for preparing documents for publication.
 - C) understands specific formats required for publishing a variety of written documents for variable and specific rhetorical situations.
 - D) commands the technological awareness necessary to produce written documents suitable for submission or publication.
- 2) Performance Indicators - The competent English language arts teacher:
- A) explains and emphasizes the importance of preparing documents for submission or publication.
 - B) models and teaches text formats appropriate for submitting and publishing written documents.
 - C) models and teaches the use of contemporary technology to produce documents of publication quality.
 - D) enables students to produce grammatically correct documents using standard manuscript specifications for a variety of rhetorical situations.
 - E) provides students the opportunity to publish their written documents.
- s) The competent English language arts teacher recognizes the components of the communication process and understands the importance of effective communication in the classroom.
- 1) Knowledge Indicators - The competent English language arts teacher:
 - A) understands the communication process (speaker, listener, message, medium, feedback, and noise).
 - B) understands audience analysis.
 - C) knows the differences among oral, written, and electronic communication processes.
 - D) knows the role of feedback in communication.
 - E) knows the relationship between nonverbal and verbal communication.
 - F) knows different purposes for communicating.
 - G) understands the shared responsibilities of speakers and listeners.
 - H) understands stated and implied meanings of a message.
- 2) Performance Indicators - The competent English language arts teacher:
- A) models and teaches vocal qualities (pitch, rate, tone, volume, etc.) and nonverbal cues to create and interpret meaning.
 - B) models and teaches audience analysis to adapt message and communication behaviors to the audience and situation.
 - C) demonstrates and teaches the ability to focus attention on a

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- speaker's message.
- D) models and teaches appropriate and effective feedback.
 - E) models and teaches listening behaviors to accommodate the listening situation.
 - F) models and teaches differences among oral, written, and electronic communication.
- t) The competent English language arts teacher understands the influence presented by people, their relationship to each other, and the ability to adapt their communications to the needs of their constituencies and the situations or settings in which they communicate.
- 1) Knowledge Indicators - The competent English language arts teacher:
 - A) understands the importance of adapting communication to the situation and setting.
 - B) understands strategies for appropriate and effective small-group communication, including components and group variables (roles, norms, and leadership).
 - C) understands the influence of context on communication.
 - D) knows the delivery types and their uses and impacts.
 - E) knows a variety of organizational formats appropriate for different speaking situations.
 - F) knows questioning skills for interviewing and gathering first-hand information.
 - G) knows problem-solving strategies that can be used in group situations.
 - H) knows how to use electronic media for effective communication.
- 2) Performance Indicators - The competent English language arts teacher:
- A) models and teaches how to organize appropriate and effective messages to support a clearly stated thesis.
 - B) models and teaches how to adapt messages to fit the audience.
 - C) models and teaches selection of appropriate and effective supporting material considering topic, audience, occasion, and purpose.
 - D) models and teaches appropriate and effective participation in a problem-solving group discussion.
 - E) models and teaches the use of various electronic media and suggests modes of improvement.
 - F) models and teaches effective leadership of group discussion.
 - G) models and teaches uses of electronic messaging and other Internet-based informational resources.
 - H) models and teaches uses of nonverbal techniques to enhance messages in personal, group, and public communication situations.
 - I) models and teaches how to adapt language for specific audiences and settings.

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- J) models and teaches uses of feedback to improve future communication.
- u) The competent English language arts teacher understands and is aware of diversity as he/she communicates.
- 1) Knowledge Indicators - The competent English language arts teacher:
 - A) understands the concepts of individual, social, and cultural diversity and their impact on communication.
 - B) recognizes when others do not understand.
 - C) understands the role of self-concept, disclosure, and conflict in relationships.
 - D) recognizes the importance of diverse individual perceptions in interpersonal relationships.
 - E) understands the role of constructive criticism in interpersonal relationships.
 - F) understands strategies for analyzing audiences and how to use appropriate strategies in communicating with them.
 - G) understands the difference between supportive and non-supportive audiences.
 - H) knows various problem-solving strategies.
- 2) Performance Indicators - The competent English language arts teacher:
- A) models and teaches how information about audience members is used to create and deliver messages.
 - B) models and teaches the recognition of and response to cultural and social differences within audiences.
 - C) models and teaches creation and use of messages that are culturally inclusive.
 - D) models and teaches appropriate and effective negotiation skills.
 - E) models and teaches use of constructive criticism.
 - F) models and teaches making adjustments in presentations to promote understanding.
- v) The competent English language arts teacher knows how to evaluate oral messages on the basis of their purpose, quality, and appropriateness.
- 1) Knowledge Indicators - The competent English language arts teacher:
 - A) knows functions of communication and oral presentations (informing, influencing, relating, imagining, appreciating, and ritualizing).
 - B) understands criteria for selecting content and support for a given communication situation.
 - C) understands criteria (topic, context, and goals) for evaluating the content, organization, and support of communication strategies.
 - D) knows the various types and strengths of supporting materials.
- 2) Performance Indicators - The competent English language arts

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teacher:

- A) recognizes appropriately organized and supported presentations in various contexts.
- B) recognizes strategies used in a given communication situation according to their function and appropriateness.
- C) evaluates the short- and long-term effects of speaking by others in various communication contexts.
- D) evaluates the quality of presentations by applying authoritative criteria.

w) The competent English language arts teacher understands the role of communication in relation to ethical issues in a democratic society.

- 1) Knowledge Indicators - The competent English language arts teacher:

- A) understands the importance of freedom of speech in a democratic society.
- B) understands the importance of ethical communication.
- C) knows how to use inclusive language when addressing others.
- D) understands the ethical responsibility to challenge harmful stereotypical or prejudicial communication.
- E) knows the effects of his or her communication choices on others.

2) Performance Indicators - The competent English language arts teacher:

- A) models and teaches how to communicate in a manner that respects the rights of others.
- B) models and teaches how to interpret the behaviors of others without making stereotypical or prejudicial judgments.
- C) models and teaches the importance of accuracy and relevance of material to be quoted.
- D) models and teaches how to cite sources of evidence accurately.

E) models and teaches modification of messages to remove stereotypical and prejudicial language.

x) The competent English language arts teacher knows and uses oral messages that inform, clarify, persuade, and/or inspire while respecting differences in listeners' backgrounds.

- 1) Knowledge Indicators - The competent English language arts teacher:

- A) understands that communication choices should be sensitive to listeners' backgrounds.
- B) understands how verbal, and nonverbal messages clarify meaning, organization, and the goals of speaking.

2) Performance Indicators - The competent English language arts teacher:

- A) models and teaches a variety of effective presentations that meet standards of accuracy, timeliness, support, and clarity of explanation.
- B) models and teaches vivid, clear and concise communication of

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ideas.

- C) models and teaches selection of language that is appropriate to the occasion, purpose, audience, and context.

D) models and teaches adaptation of messages according to feedback received.

E) models and teaches effective and interesting delivery techniques appropriate to the situation.

y) The competent English language arts teacher manages or overcomes communication anxiety and helps assist students manage and control their anxiety.

- 1) Knowledge Indicators - The competent English language arts teacher:

A) understands that anxiety is a normal response to many communication situations but may vary in impact among various communication contexts.

B) knows and understands strategies to help minimize and/or manage communication anxiety.

C) understands physiological and psychological reactions to anxiety.

D) understands the individual and social factors that may lead to communication anxiety.

2) Performance Indicators - The competent English language arts teacher:

A) models and teaches strategies that can help alleviate communication anxiety.

B) models and teaches how to appear confident while speaking.

C) creates experiences for students to address, manage, or overcome their communication anxieties.

z) The competent English language arts teacher uses appropriate and effective listening skills.

- 1) Knowledge Indicators - The competent English language arts teacher:

A) knows various types and purposes of listening.

B) understands skills unique to each listening type and purpose.

C) understands the listener's role and responsibility in a communication situation.

D) understands appropriate and effective listening responses across a variety of communication situations.

2) Performance Indicators - The competent English language arts teacher:

A) models and teaches skills appropriate to each type and purpose of listening.

B) models and teaches how to monitor his or her own listening behaviors.

C) demonstrates and teaches attentiveness through verbal and nonverbal behaviors.

D) models and teaches questioning, perception checking,

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summarizing, and paraphrasing to understand a message.

- E) understands and teaches respect for the rights of others to have opposing viewpoints.

- F) models and teaches evaluation of his or her own listening behavior.

aa) The competent English language arts teacher identifies and manages barriers to listening.

- 1) Knowledge Indicators - The competent English language arts teacher:

- A) knows listening barriers such as bias, close-mindedness, preconceived attitudes, indifference, and emotional involvement in communication situations.

- B) understands the effects of physical conditions and physiological ability on listening.

- C) knows the effects of receiver apprehension on listening.

- 2) Performance Indicators - The competent English language arts teacher:

- A) models and teaches management of internal and external distractions.

- B) models and teaches validation of others by listening to them.

bb) The competent English language arts teacher understands how to locate, organize, and use information from resources representing diverse perspectives and a variety of media and modalities.

- 1) Knowledge Indicators - The competent English language arts teacher:

- A) understands methods for acquiring information, including a variety of sources such as books, interviews, CD-ROMs, web sites, library reference materials, etc.

- B) understands organizational strategies (e.g., graphic organizers, sequencing, notes) in both print and electronic formats.

- C) understands practical uses of information from a variety of sources.

- D) understands how to relate to the needs of a diverse community of learners and various perspectives/approaches of sources.

- E) recognizes diversity issues within reference materials, distinguishes among them, and addresses diverse student needs.

- 2) Performance Indicators - The competent English language arts teacher:

- A) demonstrates and teaches methods for identifying, formulating, and answering questions and for acquiring information from a variety of sources relative to a research topic.

- B) illustrates and teaches the development of a research plan to aid in the solution of problems ranging from personal, to

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local, to global in nature.

- C) models and teaches organization and integration of data from a variety of sources in an effective, efficient manner, as with graphic organizers to sequence, prioritize, and plan in both print and electronic formats.

- D) illustrates and teaches the capacity to relate referenced information cohesively from and within many different genres, concepts, and situations into reports and projects.

- E) promotes and facilitates appropriate design and development of multi-faceted, student-driven projects based on contemporary issues.

- F) promotes and provides a climate conducive to the presentation of a class or individual product to an academic, business, or community audience.

- G) provides structure and support for the writing of a formal research product, including a thesis statement and synthesis of information in logical sequence.

cc) The competent English language arts teacher understands the process of discriminating between types of information by analyzing and evaluating that information from a variety of sources and perspectives.

- 1) Knowledge Indicators - The competent English language arts teacher:

- A) understands methods of analysis and evaluation of research sources and information gathered from a variety of sources.

- B) understands appropriate sources from a variety of locations and modalities.

- C) understands the importance of discriminating between credible primary and secondary sources.

- D) understands the ethical attributes of responsible research and reporting.

- E) recognizes credible information that will enable the learner to distinguish between viable and flawed information.

- 2) Performance Indicators - The competent English language arts teacher:

- A) demonstrates and teaches the ability to select, analyze, and evaluate information and sources that aid in the solution of problems ranging from personal, to local, to global.

- B) models and teaches the distinction between credible and non-credible research data, sources, and reports using critical analysis of information and sources.

- C) models and teaches discrimination among sources by evaluating the purpose, credibility, reliability, validity, perspectives of author, and content quality of the source.

- D) demonstrates and teaches source citation format (works cited, bibliography) as appropriate to various genres and explains the importance of ethical standards when preparing research products in various situations.

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E) demonstrates and teaches effective and efficient models of research analysis and evaluation using the integration of multiple forms of data.

F) promotes and provides for a climate conducive to honest and open critical analysis and evaluation.

dd) The competent English language arts teacher understands the methodology for applying acquired information, concepts, and ideas to communicate in a variety of formats for various purposes and acknowledges the power and potential of print and non-print media in the understanding of contemporary culture.

1) Knowledge Indicators - The competent English language arts teacher:

A) understands practical application of information within the context of the intended task.

B) understands various modalities available for effective communication of documented information, including electronic media.

C) understands how to synthesize information gathered into letters, stories, reports, or other communicated products.

D) recognizes effective communication modes such as research papers, debates, narratives, expositions, and multi-media presentations.

E) recognizes critical attributes of effective oral and written communication.

F) distinguishes among different communication modalities and ascertains which modality will be most effective for different purposes.

G) recognizes expectations for students' proficiency in technology skills such as word processing, Internet access and function, PowerPoint, Hyper Studio, etc.

2) Performance Indicators - The competent English language arts teacher:

A) demonstrates and teaches the use of print, non-print, human, and technological resources to acquire and use information in the planning, composition, editing, and revision stages of a research product relating to real-life topics.

B) provides the opportunity for learners to recognize, acknowledge, and use diversity and related issues within reference materials, modalities, and individual experiences to strengthen and enrich the research product.

C) provides the opportunity for learners to support and defend a thesis statement using a variety of sources and expressive modalities.

D) provides multiple information acquisition and dissemination opportunities for student-designed products with support for oral, visual, and/or electronic formats.

E) designs a forum allowing students the opportunity to prepare for and participate in formal debates about contemporary

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issues using sound research skills.

Section 27.110 Reading

a) The competent reading teacher has a deep understanding of reading and reading instruction.

1) Knowledge Indicators - The competent reading teacher:

A) knows theoretical models and philosophies of reading education and their relevance to instruction.

B) knows the scope and sequences for reading instruction at all developmental levels, pre-K through grade 12.

C) knows the history of reading instruction and its relevance to current theory and practice.

D) is aware of trends, controversies, and issues in reading education.

E) understands the construction and psychometric properties of classroom reading tests, including the State assessment.

F) understands, respects, and values cultural, linguistic, and ethnic diversity and knows how these differences can influence learning to read.

G) understands the differences between reading skills and strategies and the role each plays in reading development.

H) knows a wide range of quality literature for students.

2) Performance Indicators - The competent reading teacher:

A) adjusts reading instruction to meet the needs of diverse learners (e.g., gifted students, students with limited English proficiency), as well as those who speak non-standard dialects.

B) locates, evaluates, and uses literature for readers of all abilities and ages.

C) uses various tools to estimate the readability of texts.

D) uses technology to support reading and writing instruction.

E) demonstrates ability to meet all the requirements set forth in Section 27.100(a) through (l) of this part.

F) has completed at least two years of successful classroom teaching.

b) The competent reading teacher understands how to diagnose reading disabilities and how to teach and support the education of students with reading disabilities.

1) Knowledge Indicators - The competent reading teacher:

A) understands models of reading diagnosis that include students' proficiency with print conventions, word recognition and analysis, vocabulary, fluency, comprehension, self-monitoring, and motivation.

B) understands models of reading disabilities used in special education.

C) knows a wide variety of informal and formal assessments of reading, writing, spelling, and oral language.

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- D) understands the uses and limitations of informal and formal assessments.
- E) is aware of a variety of individualized and group instructional interventions or programs for students with reading problems.
- F) knows models of and procedures for providing reading diagnosis and educational services to students with reading problems.
- 2) Performance Indicators - The competent reading teacher:
- A) screens classes to identify students in need of more thorough reading diagnosis.
- B) determines strengths and needs of individual students in the areas of reading, writing, and spelling.
- C) determines students' reading levels (independent, instructional, frustrational).
- D) gathers and interprets information for diagnosis of the reading problems of individual students.
- E) develops individual educational plans for students with severe learning problems related to literacy.
- F) interprets and explains diagnostic information for classroom teachers, parents, and other specialists to assist them in planning instructional programs.
- G) develops case study reports of students with reading problems.
- H) designs, implements, and evaluates appropriate reading programs for small groups and individuals.
- c) The competent reading teacher participates in curriculum design and implementation.
- 1) Knowledge Indicators - The competent reading teacher:
- A) knows State and national educational standards that are relevant to reading education.
- B) knows exemplary programs and practices in reading education.
- C) is aware of guidelines for the evaluation of curriculum material and instructional technology.
- 2) Performance Indicators - The competent reading teacher:
- A) participates in the development and implementation of school improvement plans.
- B) participates in and facilitates reading curriculum design, revision, and implementation efforts.
- C) participates in the evaluation and selection of instructional materials, including textbooks, trade books, materials for students with special needs, and technology.
- D) guides and trains paraprofessionals, tutors, and volunteers.
- d) The competent reading teacher communicates and works with the public and other professionals.
- 1) Knowledge Indicator - The competent reading teacher understands the value of community support for school reading programs.
- 2) Performance Indicators - The competent reading teacher:

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- A) communicates effectively about reading to the general public.
- B) facilitates home-school connections and parental participation in school reading programs.
- e) The competent reading teacher has high professional standards.
- 1) Knowledge Indicators - The competent reading teacher is aware of and adheres to ethical standards of professional conduct in reading education.
- 2) Performance Indicators - The competent reading teacher:
- A) reflects on teaching practices and conducts self-evaluation.
- B) stays current with developments in reading education and literature for children and adolescents by reading professional journals and other publications and by attending professional conferences.
- C) participates in local, State, or national professional organizations in reading education.
- Section 27.120 Reading Specialist**
- a) The competent reading specialist has a deep understanding of reading and reading instruction.
- 1) Knowledge Indicators - The competent reading specialist:
- A) knows theoretical models and philosophies of reading education and their relevance to instruction.
- B) knows the scope and sequences for reading instruction at all developmental levels, pre-K through grade 12.
- C) knows the history of reading instruction and its relevance to current theory and practice.
- D) is aware of trends, controversies, and issues in reading education.
- E) understands the construction and psychometric properties of classroom reading tests, including the State assessment.
- F) understands, respects, and values cultural, linguistic, and ethnic diversity and knows how such differences can influence learning to read.
- G) understands the differences between reading skills and strategies and the role each plays in reading development.
- H) knows a wide range of quality literature for students.
- 2) Performance Indicators - The competent reading specialist:
- A) adjusts reading instruction to meet the learning needs of diverse learners (e.g., gifted students, students with limited English proficiency) as well as those who speak non-standard dialects.
- B) locates, evaluates, and uses literature for readers of all abilities and ages.
- C) uses various tools to estimate the readability of texts.
- D) uses technology to support reading and writing instruction.
- E) demonstrates ability to meet all the requirements set forth

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in Section 27.100(a) through (1) of this Part.

- F) has completed at least three years of successful classroom teaching.

- b) The competent reading specialist understands how to diagnose reading disabilities and how to teach and support the education of students with reading disabilities.

1) Knowledge Indicators - The competent reading specialist:

- A) understands a model of reading diagnosis that includes students' proficiency with print conventions, word recognition and analysis, vocabulary, fluency, comprehension, self-monitoring, and motivation.
- B) is aware of models of reading disabilities used in special education.
- C) knows a wide variety of informal and formal assessments of reading, writing, spelling, and oral language.
- D) understands the uses and limitations of informal and formal assessments.
- E) is aware of a variety of individualized and group instructional interventions or programs for students with reading problems.
- F) knows models of and procedures for providing reading diagnosis and educational services to students with reading problems.

2) Performance Indicators - The competent reading specialist:

- A) screens classes to identify students in need of more thorough reading diagnosis.
- B) determines strengths and needs of individual students in the areas of reading, writing, and spelling.
- C) determines students' reading levels (independent, instructional, frustration).
- D) gathers and interprets information for diagnosis of the reading problems of individual students.
- E) develops individual educational plans for students with severe learning problems related to literacy.
- F) interprets and explains diagnostic information for classroom teachers, parents, and other specialists to assist them in planning instructional programs.
- G) develops case study reports of students with reading problems.
- H) designs, implements, and evaluates appropriate reading programs for small groups and individuals.

- c) The competent reading specialist understands how to interpret and use reading research.

1) Knowledge Indicators - The competent reading specialist:

- A) understands the role that reading research should play in guiding pedagogical decisions.
- B) understands the types of questions that can be answered by different types of research studies.

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- C) is aware of major research findings on reading instruction.
- 2) Performance Indicators - The competent reading specialist:

- A) searches and accesses research literature in a systematic way.
- B) reads and interprets research findings and applies them to decisions about assessment, curriculum, instruction, selection of materials, and programs.
- C) explains research findings to a variety of audiences.
- D) collects, analyzes, and interprets State and local test data to describe achievement trends for districts, schools, and special populations.
- E) designs and conducts small-scale, instructional research studies in regular classrooms and special instructional settings.
- F) promotes and facilitates teacher research and classroom research.

- d) The competent reading specialist provides leadership in curriculum design and implementation.

1) Knowledge Indicators - The competent reading specialist:

- A) knows State and national educational standards that are relevant to reading education.
- B) knows exemplary programs and practices in reading education.
- C) is aware of guidelines for the evaluation of curriculum material and instructional technology.

2) Performance Indicators - The competent reading specialist:

- A) helps faculty and administrators to articulate a philosophy of reading instruction.
 - B) participates in the development and implementation of school improvement plans.
 - C) participates in and facilitates reading curriculum design, revision, and implementation efforts.
 - D) guides the evaluation and selection of instructional materials, including textbooks, trade books, materials for students with special needs, and technology.
 - E) collaborates with allied professionals in assessing, planning, adapting, and delivering reading instruction.
 - F) participates in the design and implementation of special programs such as early intervention, summer school, and after-school programs.
 - G) assists subject-area teachers in selecting appropriate textbooks, software, and other instructional materials.
- e) The competent reading specialist provides leadership in staff development.

1) Knowledge Indicators - The competent reading specialist:

- A) knows models of staff development.
- B) understands processes for consensus-building and conflict resolution.

2) Performance Indicators - The competent reading specialist:

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- A) provides professional development support to classroom teachers, including teachers in mathematics, science, social studies, and other subjects.
- B) demonstrates exemplary reading instruction with students in varied settings, including one-to-one, small group, and classroom.
- C) designs staff development programs related to curricular goals.
- D) presents professional staff development sessions.
- E) locates resources for staff development, including speakers, courses of study, technology, and workshops.
- F) serves as a resource on reading to administrators and other policymakers.
- G) guides and trains paraprofessionals, tutors, and volunteers.
- H) uses multiple indicators of professional growth as the basis for planning and evaluating staff development.
- f) The competent reading specialist communicates and works with the public and other professionals.
- 1) Knowledge Indicators - The competent reading specialist:
- A) knows resources and strategies for facilitating communication among school, home, and community.
- B) understands the value of community support for school reading programs.
- 2) Performance Indicators - The competent reading specialist:
- A) provides professional presentations on reading curriculum and issues to school boards and community audiences.
- B) communicates effectively about reading to media, policymakers, and the general public.
- C) facilitates home-school connections and parental participation in school reading programs.
- D) develops partnerships with community members, agencies, and universities.
- E) advocates for public support of reading education.
- F) is open to constructive peer evaluation and feedback.
- g) The competent reading specialist secures and manages instructional resources.
- 1) Knowledge Indicators - The competent reading specialist:
- A) is aware of resources for supporting effective reading programs.
- B) knows funding sources and strategies for seeking support for reading programs.
- 2) Performance Indicators - The competent reading specialist:
- A) secures instructional materials.
- B) organizes and coordinates efficient access to instructional materials school-wide.
- h) The competent reading specialist has high professional standards.
- 1) Knowledge Indicator - The competent reading specialist is aware of and adheres to ethical standards of professional conduct in

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- reading education.
- 2) Performance Indicators - The competent reading specialist:
- A) reflects on his or her own teaching practices and conducts self-evaluation.
- B) stays current with developments in reading education and literature for children and adolescents by reading professional journals and other publications and by attending professional conferences.
- C) participates actively in local, State, or national professional organizations in reading education.

Section 27.130 Mathematics

- a) The competent teacher of mathematics communicates mathematical content and concepts.
- 1) Knowledge Indicators - The competent teacher of mathematics:
- A) understands the dynamics of working collaboratively with others.
- B) understands learning styles and learning strategies.
- 2) Performance Indicators - The competent teacher of mathematics:
- A) communicates verbally and in written, visual, and symbolic forms using appropriate technology.
- B) creates effective learning environments where students will be able to work collaboratively in one-to-one, small-group, and large-group contexts.
- C) analyzes the thinking and learning strategies of all students to extend mathematical knowledge.
- b) The competent teacher of mathematics develops and utilizes a variety of problem-solving techniques.
- 1) Knowledge Indicator - The competent teacher of mathematics understands the many strategies for problem solving.
- 2) Performance Indicators - The competent teacher of mathematics:
- A) uses problem explorations and modeling to extend mathematical knowledge of all students.
- B) generalizes results of problems and extends them to other problem situations.
- c) The competent teacher of mathematics recognizes a variety of reasoning techniques and applies appropriate techniques to concepts, procedures, and conjectures.
- 1) Knowledge Indicator - The competent teacher of mathematics understands various ways of reasoning with respect to concepts, procedures, and conjectures.
- 2) Performance Indicators - The competent teacher of mathematics:
- A) applies mathematical reasoning and appropriate technologies in the development of concepts, procedures, and conjectures.
- B) generalizes reasoning skills within the study of mathematics and applies or extends them to other contexts.
- d) The competent teacher of mathematics makes connections within and

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among the various branches of mathematics and other disciplines.

1) Knowledge Indicators - The competent teacher of mathematics:

- A) understands the connections within the mathematics curriculum.
- B) understands mathematical connections to school curriculums and to other disciplines.
- C) has knowledge of the historical development of mathematics that includes contributions of men and women from various cultures.

2) Performance Indicators - The competent teacher of mathematics:

- A) develops the connections within and among the various branches of mathematics.
 - B) connects mathematics to other disciplines.
- e) The competent teacher of mathematics selects, integrates and uses appropriate technologies.

1) Knowledge Indicators - The competent teacher of mathematics:

- A) becomes familiar with the capabilities and benefits of current and emerging technologies.
- B) understands the selection, integration, and utilization of appropriate technologies throughout the mathematics curriculum.

2) Performance Indicators - The competent teacher of mathematics:

- A) selects appropriate technologies for instruction.
- B) integrates current technology as appropriate for instruction.

f) The competent teacher of mathematics demonstrates, applies, and explains a knowledge and sense of number.

1) Knowledge Indicator - The competent teacher of mathematics knows and understands the concepts of number, number theory, and numeration systems.

- A) The early childhood or elementary school teacher:
 - i) understands number sense, including concepts of order, magnitude, mental math, estimation, and place value, and senses the reasonableness of results.
 - ii) understands decimals, fractions, ratios, proportions, and percents as ways to represent numbers and relationships.
 - iii) knows the properties of prime and composite numbers.

B) The middle school teacher knows and understands the content outlined in subsection (f)(1)(A) of this Section and has knowledge of complex numbers, modular systems, and matrices.

C) The secondary school mathematics teacher knows and understands the content outlined in subsections (f)(1)(A) and (B) of this Section and understands polar and vector representations of complex numbers, algebraic structures, and topics from discrete mathematics.

2) Knowledge Indicator - The competent teacher of mathematics knows and understands algorithms of operations.

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A) The early childhood or elementary school teacher understands composition, decomposition, and recomposition of numbers, including place value of any base, factors and multiples, prime and composite numbers, inverses, and the application of these concepts.

B) The middle school teacher knows and understands the content outlined in subsection (f)(2)(A) of this Section, understands operations with algebraic expressions, and has knowledge of symbolic manipulators.

C) The secondary school mathematics teacher knows and understands the content outlined in subsections (f)(2)(A) and (B) of this Section and has knowledge of iterative processes as they relate to fractals and other applications.

3) Performance Indicator - The competent teacher of mathematics applies the concepts of number theory and numeration systems.

- A) The early childhood or elementary school teacher:
 - i) uses number sense to judge the reasonableness of results.
 - ii) applies proportional reasoning to solve problems.
 - iii) uses the properties of prime and composite numbers to determine greatest common factors and least common multiples to solve problems.
 - iv) performs operations in any base and converts between bases.

B) The middle school teacher demonstrates the competence outlined in subsection (f)(3)(A) of this Section and computes and interprets the results of computation using complex numbers, modular systems, and matrices.

C) The secondary school mathematics teacher demonstrates the competence outlined in subsections (f)(3)(A) and (B) of this Section and computes using polar and vector representations of complex numbers.

4) Performance Indicator - The competent teacher of mathematics models, explains, develops, and applies algorithms of operations.

- A) The early childhood or elementary school teacher chooses appropriately from mental math, paper and pencil, manipulative, and technology to perform computations.
- B) The middle school teacher demonstrates the competence outlined in subsection (f)(4)(A) of this Section and models, develops, and applies algorithms with technology.

C) The secondary school mathematics teacher demonstrates the competence outlined in subsections (f)(4)(A) and (B) of this Section and uses numerical approximations as a basis for numerical integration and numerical-based proofs.

g) The competent teacher of mathematics understands and applies the process of measurement.

1) Knowledge Indicator - The competent teacher of mathematics knows customary, metric, and non-standard measurement.

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- A) The early childhood or elementary school teacher:
- knows how to measure length, area, volume, capacity, time, temperature, angles, weight, and mass.
 - has knowledge of non-standard and emerging units such as graphic screen pixels and font size.
- B) The middle school teacher knows and understands the content outlined in subsection (g)(1)(A) of this Section and:
- understands trigonometric ratios and relationships.
 - understands how changing one measure of a multi-dimensional object may affect other measures.
 - understands conversion factors as they apply to dimensional analysis.
- C) The secondary school mathematics teacher knows and understands the content outlined in subsections (g)(1)(A) and (B) of this Section and understands nonlinear scales.
- 2) Performance Indicator - The competent teacher of mathematics selects and applies appropriate units and tools for measuring, comparing, and ordering.
- A) The early childhood or elementary school teacher:
- uses customary, metric, and non-standard measures.
 - selects and uses appropriate tools to perform various measurements.
 - estimates measurement.
 - determines acceptable measures of accuracy and calculates relative error.
- B) The middle school teacher demonstrates the competence outlined in subsection (g)(2)(A) of this Section and uses trigonometric ratios and their relationships to solve problems.
- C) The secondary school mathematics teacher demonstrates the competence outlined in subsections (g)(2)(A) and (B) of this Section and applies nonlinear scales (e.g., exponential and logarithmic).
- 3) Performance Indicator - The competent teacher of mathematics uses formulas and other procedures for computing or estimating the measure of multi-dimensional objects.
- A) The early childhood or elementary school teacher:
- measures objects using both direct and indirect measurement.
 - uses formulas to aid in indirect measurement.
 - applies measurements and formulas to irregular shapes, regions, and solids.
 - reads and interprets scale drawings.
- B) The middle school teacher demonstrates the competence outlined in subsection (g)(3)(A) of this Section and:
- explains how changing one measure of a multi-dimensional object affects other measurements.
 - reads and interprets topographical maps and

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- architectural drawings.
- C) The secondary school mathematics teacher demonstrates the competence outlined in subsections (g)(3)(A) and (B) of this Section and:
- applies dimensional analysis.
 - uses modeling and visualization to hypothesize about and predict measurements.
- h) The competent teacher of mathematics demonstrates, applies and explains a knowledge and sense of algebra via patterns, functions, symbols, and models.
- 1) Knowledge Indicator - The competent teacher of mathematics knows and understands applications of concepts, representations, and relationships of variables and patterns.
- A) The early childhood or elementary school teacher:
- understands the order of operations.
 - understands the concept of variables.
 - understands symbolic, numeric, and graphical representations of mathematical situations.
 - understands the properties and operations of real numbers in an algebraic context.
- B) The middle school teacher knows and understands the content outlined in subsection (h)(1)(A) of this Section and understands a wide range of modeling applications involving graphs, tree charts, and other visual representations of data with multiple dimensions.
- C) The secondary school mathematics teacher knows and understands the content outlined in subsections (h)(1)(A) and (B) of this Section and understands variable relationships, logic, and concepts of discrete mathematics.
- 2) Knowledge Indicator - The competent teacher of mathematics knows and understands concepts and representations of relations and functions.
- A) The early childhood or elementary school teacher:
- understands the symbolic, numeric, graphical, and verbal representations of relations and functions and the relationships among them.
 - understands polynomial and exponential functions.
- B) The middle school teacher knows and understands the content outlined in subsection (h)(2)(A) of this Section and understands logarithmic, parametric, trigonometric, rational, radical, and absolute value relations and their graphs.
- C) The secondary school mathematics teacher knows and understands the content outlined in subsections (h)(2)(A) and (B) of this Section and understands linear algebra.
- 3) Performance Indicator - The competent teacher of mathematics knows and understands the development and applications of calculus.

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- A) The early childhood or elementary school teacher:
- understands concepts of rates of change and patterns that lead to limits.
 - understands concepts of distance, area, volume, and shapes that lead to limits.
- B) The middle school teacher knows and understands the content outlined in subsection (h)(3)(A) of this Section and:
- knows the historical development of calculus.
 - understands the concept of limits.
 - understands the basic concepts of calculus and their applications.
- C) The secondary school mathematics teacher knows and understands the content outlined in subsections (h)(3)(A) and (B) of this Section and understands the concepts of calculus and analytical geometry and their applications.
- 4) Knowledge Indicator - The competent teacher of mathematics knows and understands algebraic structures.
- A) The early childhood or elementary school teacher:
- understands the properties of the real number systems.
 - understands the properties of sets and Venn diagrams.
- B) The middle school teacher knows and understands the content outlined in subsection (h)(4)(A) of this Section and understands the properties of complex and modular systems and their applications.
- C) The secondary school mathematics teacher knows and understands the content outlined in subsections (h)(4)(A) and (B) of this Section and understands groups, rings, integral domains, and fields.
- 5) Performance Indicator - The competent teacher of mathematics applies concepts, representations, and relationships of variables and patterns.
- A) The early childhood or elementary school teacher:
- applies the order of operations to numerical and algebraic expressions.
 - identifies, completes, and extends patterns and sequences.
 - represents mathematical situations symbolically, numerically, and graphically.
 - applies properties and operations of real numbers in an algebraic context.
 - solves number sentences involving variables.
 - translates word situations to algebraic sentences and solves them using algebra.
 - uses equations and inequalities as a means of solving practical applications.
- B) The middle school teacher demonstrates the competence outlined in subsection (h)(5)(A) of this Section and:
- uses a wide range of modeling applications involving

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- graphs and tree charts.
- solves systems of linear equations graphically and algebraically (including matrices and determinants).
 - solves systems of nonlinear equations and inequalities algebraically and graphically.
- C) The secondary school mathematics teacher demonstrates the competence outlined in subsections (h)(5)(A) and (B) of this Section and:
- explains and applies symbolic logic.
 - explains and applies induction and recursion.
 - explains and applies sequences and series.
- 6) Performance Indicator - The competent teacher of mathematics uses concepts and representations of relations and functions and their applications.
- A) The early childhood or elementary school teacher:
- represents functions and relations in symbolic, numeric, graphical, and verbal forms.
 - finds and uses slopes and intercepts to construct, analyze, and interpret graphs of equations and inequalities.
- B) The middle school teacher demonstrates the competence outlined in subsection (h)(6)(A) of this Section and:
- finds and uses slope, symmetry, roots, intercepts, critical points, and vertices to construct and interpret graphs of functions and relations.
 - recognizes and uses the equations of lines, hyperbolas, parabolas, circles, ellipses, and nonlinear equations.
 - formulates, explains, and solves problems involving nonlinear equations such as variation and exponential and logarithmic growth and decay.
- C) The secondary school mathematics teacher demonstrates the competence outlined in subsections (h)(6)(A) and (B) of this Section and applies principles and properties of linear algebra.
- 7) Performance Indicator - The competent teacher of mathematics at the middle school or secondary level explains and uses the concepts of calculus and applications.
- A) The middle school teacher:
- calculates and interprets basic limits.
 - illustrates the basic concepts of calculus using concrete applications.
- B) The secondary school mathematics teacher demonstrates the competence outlined in subsection (h)(7)(A) of this Section and uses differentiation, integration, and other concepts of calculus to solve problems and interpret results.
- The competent teacher of mathematics knows and uses geometric methods to analyze, categorize, and draw conclusions about points, lines,

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planes, and space.

- 1) Knowledge Indicator - The competent teacher of mathematics understands terminology, properties of two- and three-dimensional shapes, and the relationships among them.
- 2) Knowledge Indicator - The competent teacher of mathematics knows Euclidean and non-Euclidean geometry, coordinate geometry, graph theory, and transformational geometry and the relationships among them.
- 3) Knowledge Indicator - The competent teacher of mathematics understands the process of conjecturing, justifying, and proof.
 - A) The early childhood or elementary school teacher understands inductive and deductive reasoning.
 - B) The middle school teacher understands inductive and deductive reasoning and understands the appropriate uses of different types of proof.
 - C) The secondary school mathematics teacher knows and understands the content outlined in subsection (i)(3)(B) of this Section and extends the understanding of proof to finite and non-Euclidean settings.
- 4) Performance Indicator - The competent teacher of mathematics uses and applies the properties of geometry.
 - A) The early childhood or elementary school teacher:
 - i) recognizes relationships and patterns in geometric figures.
 - ii) uses characteristics of geometric figures including symmetry, congruence, and similarity to recognize, identify, build, draw, describe, analyze, and categorize two- and three-dimensional figures and tessellation.
 - iii) applies geometric concepts to solve practical applications.
 - iv) explains the relationships between perimeter, area, and volume of similar figures.
 - B) The middle school teacher demonstrates the competence outlined in subsection (i)(4)(A) of this Section and uses trigonometry to solve practical applications.
 - C) The secondary school mathematics teacher demonstrates the competence outlined in subsections (i)(4)(A) and (B) of this Section.
- 5) Performance Indicator - The competent teacher of mathematics identifies, analyzes, categorizes, and applies multi-dimensional figures using spatial visualization skills and modeling.
 - A) The early childhood or elementary school teacher:
 - i) translates between two- and three-dimensional representations of the same figure including the use of coordinate geometry and graph theory.
 - ii) uses manipulative, Euclidean geometry, coordinate geometry, transformational geometry, and appropriate

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technology to model mathematical concepts and solve problems.

- B) The middle school teacher demonstrates the competence outlined in subsection (i)(5)(A) of this Section and:
 - i) generates solids of revolution from two-dimensional figures.
 - ii) gives examples of non-Euclidean geometry.
 - iii) applies recursion and iteration geometrically.
 - iv) recognizes and uses relationships that exist between algebra and geometry.
- C) The secondary school mathematics teacher demonstrates the competence outlined in subsections (i)(5)(A) and (B) of this Section and:
 - i) describes relationships of the planar sections of three-dimensional objects.
 - ii) explains relationships that exist between transformations (including matrix representations) as a geometric equivalence of the function concept.
- 6) Performance Indicator - The competent teacher of mathematics constructs convincing arguments and proofs.
 - A) The early childhood or elementary school teacher makes and identifies mathematical conjectures and provides justification to support or refute conjectures using manipulatives; constructions; algebraic, coordinate, and transformational methods; interactive technology; and paragraph and two-column proofs.
 - B) The middle school teacher demonstrates the competence outlined in subsection (i)(6)(A) of this Section, constructs inductive, deductive, and indirect arguments and explains the difference among them.
 - C) The secondary school mathematics teacher demonstrates the competence outlined in subsections (i)(6)(A) and (B) of this Section and uses a formal axiomatic system to construct and analyze proofs.
- j) The competent teacher of mathematics demonstrates knowledge and application of probability, descriptive and inferential statistics.
 - 1) Knowledge Indicator - The competent teacher of mathematics understands how to collect, organize, and represent data to answer questions.
 - A) The early childhood or elementary school teacher:
 - i) understands how to create tables, graphs, charts, pictures, and other visual representations of a set of data.
 - ii) understands simple random sampling and recognizes bias.
 - iii) understands line of best fit.
 - B) The middle school teacher knows and understands the content outlined in subsection (j)(1)(A) of this Section and

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- understands data trends and curves of best fit.
- C) The secondary school mathematics teacher knows and understands the content outlined in subsections (j)(1)(A) and (B) of this Section.
- 2) Knowledge Indicator - The competent teacher of mathematics understands summary statistics.
- A) The early childhood or elementary school teacher:
- understands measures of central tendency, variation, and position.
 - understands common distributions.
- B) The middle school teacher knows and understands the content outlined in subsection (j)(2)(A) of this Section.
- C) The secondary school mathematics teacher knows and understands the content outlined in subsection (j)(2)(A) of this Section and understands additional measures of central tendency and variation.
- 3) Knowledge Indicator - The competent teacher of mathematics understands how to interpret and predict the results of data analysis.
- A) The early childhood or elementary school teacher:
- understands the design of observations and experiments to answer questions.
 - understands the concept of reliability and validity.
- B) The middle school teacher knows and understands the content outlined in subsection (j)(3)(A) of this Section and understands correlation and regression techniques.
- C) The secondary school mathematics teacher knows and understands the content outlined in subsections (j)(3)(A) and (B) of this Section and understands the design of experiments used in testing hypotheses.
- 4) Knowledge Indicator - The competent teacher of mathematics understands counting techniques and probability.
- A) The early childhood or elementary school teacher:
- understands fundamental counting principles, combinations, and permutations.
 - understands probability and odds of events.
 - understands dependent and independent events.
- B) The middle school teacher knows and understands the content outlined in subsection (j)(4)(A) of this Section and understands the use of random variables to solve problems.
- C) The secondary school mathematics teacher knows and understands the content outlined in subsections (j)(4)(A) and (B) of this Section and understands the link between probability theory and inferential statistics.
- 5) Performance Indicator - The competent teacher of mathematics poses questions and collects, organizes, and represents data to answer those questions.
- A) The early childhood or elementary school teacher:

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- creates tables, graphs, charts, pictures, and other visual representations of a set of data.
 - collects simple random samples and recognizes sample bias.
 - uses visual techniques for finding, interpreting, and applying the line of best fit.
- B) The middle school teacher demonstrates the competence outlined in subsection (j)(5)(A) of this Section and finds and applies appropriate curves of best fit using technology.
- C) The secondary school mathematics teacher demonstrates the competence outlined in subsections (j)(5)(A) and (B) of this Section.
- 6) Performance Indicator - The competent teacher of mathematics calculates, explains, and interprets summary statistics.
- A) The early childhood, elementary, or middle school teacher:
- uses measures of central tendency and variation to describe a set of data.
 - uses common distributions as appropriate to solve problems.
- B) The secondary school mathematics teacher demonstrates the competence outlined in subsection (j)(6)(A) of this Section and uses additional measures of central tendency and variation to describe a set of data.
- 7) Performance Indicator - The competent teacher of mathematics predicts, calculates, interprets, and applies the results of data analysis.
- A) The early childhood, elementary, or middle school teacher:
- develops a hypothesis based on a question or problem of interest and devises a plan for the collection of data.
 - uses simple survey and sampling techniques.
 - collects, records, organizes, displays, summarizes, and interprets data.
- B) The secondary school mathematics teacher demonstrates the competence outlined in subsection (j)(7)(A) of this Section and chooses an appropriate experimental design, selects and performs proper research procedures, and interprets results.
- 8) Performance Indicator - The competent teacher of mathematics demonstrates and uses counting techniques and probability.
- A) The early childhood or elementary teacher:
- uses the fundamental counting principles, combinations, and permutations.
 - determines the probability and odds of events.
 - analyzes problem situations (e.g., fairness of games, lotteries).
 - creates simulations to analyze simple theoretical or experimental probabilities.
 - computes probabilities for dependent and independent

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events.

- B) The middle school teacher demonstrates the competence outlined in subsection (j)(8)(A) of this Section and:

- i) determines probabilities involving combinations and permutations.
- ii) generates and interprets probability distributions for random variables.

- C) The secondary school mathematics teacher demonstrates the competence outlined in subsections (j)(8)(A) and (B) of this Section and links probability to inferential statistics.

- k) The competent teacher of mathematics understands the process of reading and demonstrates instructional abilities to teach reading in the content area of mathematics.

- 1) Knowledge Indicators - The competent teacher of mathematics:

- A) understands that the reading process is the construction of meaning through the interactions of the reader's background knowledge and experiences, the information in the text, and the purpose of the reading situation.

- B) recognizes the relationships among the four language arts (reading, writing, listening, and speaking), and knows how to provide opportunities to integrate these through instruction.

- C) understands how to design, select, modify and evaluate materials in terms of the reading needs of the learner.

- D) understands the importance of and encourages the use of literature for adolescents in the curriculum and for independent reading.

- E) understands the relationship between oral and silent reading.

- F) understands the role of subject-area vocabulary in developing reading comprehension.

- G) understands the importance of the unique study strategies required of the specific content area in developing reading comprehension.

- H) understands the importance of the relationship between assessment and instruction in planning.

- 2) Performance Indicators - The competent teacher of mathematics:

- A) plans and teaches lessons for students that develop comprehension of content-area materials through instructional practices that include analyzing critically, evaluating sources, and synthesizing and summarizing material.

- B) plans and teaches lessons on how to monitor comprehension and correct confusions and misunderstandings that arise during reading.

- C) plans and models the use of comprehension strategies before, during, and after reading of text.

- D) provides opportunities for students to develop content-area

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vocabulary through instructional practices that develop connections and relationships among words, use of context clues, and understanding of connotative and denotative meaning of words.

- E) plans and teaches lessons that encourage students to write about the content read in order to improve understanding.

- F) plans and teaches lessons to help students develop study strategies that include previewing and preparing to read text effectively, recognizing organizational patterns unique to informational text, and using graphic organizers as an aid for recalling information.

- G) plans and teaches units that require students to carry out research or inquiry using multiple texts, including electronic resources.

- H) provides continuous monitoring of students' progress through observations, work samples, and various informal reading assessments.

- I) analyzes and evaluates the quality and appropriateness of instructional materials in terms of readability, content, length, format, illustrations, and other pertinent factors.

- J) promotes the development of an environment that includes classroom libraries that foster reading.

Section 27.140 Science - A Common Core of Standards

All science teachers shall be required to demonstrate competence in the common core of science standards set forth in this Section. In addition, each science teacher shall be required to demonstrate competence in at least one of the science designation areas for which standards are described in Sections 27.150 through 27.190 of this Part: biology, chemistry, earth and space science, environmental science, and/or physics.

- a) Science as Inquiry - The competent science teacher understands scientific inquiry and has the ability to conduct scientific inquiry.

- 1) Knowledge Indicators - The competent science teacher:

- A) understands assumptions, processes, purposes, requirements, and tools of scientific inquiry.

- B) understands mathematical processes and tools for collecting, managing, and communicating information.

- C) understands different approaches to conducting scientific investigations.

- 2) Performance Indicators - The competent science teacher:

- A) plans and conducts scientific investigations using appropriate tools and technology.

- B) applies mathematical and statistical methods to collect, analyze, and communicate results of investigations.

- C) displays, illustrates, and defends the results of an investigation.

- D) uses evidence and logic in developing proposed explanations

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- that address scientific questions and hypotheses.
- b) Technological Design - The competent science teacher understands the concepts, principles and processes of technological design.
- 1) Knowledge Indicators - The competent science teacher:
 - A) understands the processes, capabilities, limitations and implications of technology and technological design and redesign.
 - B) understands technology and technological design as the use of tools throughout human history.
 - 2) Performance Indicators - The competent science teacher:
 - A) identifies real-world problems or needs to be solved through technological design.
 - B) addresses a problem situation by identifying a design problem, proposing a design solution, implementing the solution, evaluating the solution, revising the design upon evaluation, and communicating the design and the process.
 - C) identifies the inquiry process in the investigation of past, current, and potential technological designs.
- c) Molecular and Cellular Sciences - The competent science teacher understands and can apply concepts that explain the cell, the molecular basis of heredity, and biological evolution.
- 1) Knowledge Indicators - The competent science teacher:
 - A) understands viral, sub-cellular and cellular structure and function.
 - B) understands the nature and function of the gene, with emphasis on the molecular basis of inheritance and gene expression.
 - C) understands the processes of change at the microscopic and macroscopic levels.
 - 2) Performance Indicators - The competent science teacher:
 - A) describes the processes of the cell cycle and analyzes the transmission of genetic information.
 - B) demonstrates an understanding of organelles, cells, tissues, organs, and organ systems and their functions.
 - C) identifies scientific evidence from various sources to demonstrate knowledge of theories about processes of biological evolution.
 - D) demonstrates the ability to use instruments or to explain functions of the technologies used to study the life sciences at the molecular and cellular level.
- d) Organisms and Ecosystems - The competent science teacher understands and can apply concepts that describe how living things interact with each other and with their environment.
- 1) Knowledge Indicators - The competent science teacher:
 - A) understands how living and nonliving factors interact with one another and with their environment.
 - B) understands the strategies and adaptations used by organisms to obtain the basic requirements of life.

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- C) understands that all environments are comprised of interrelated dynamic systems.
 - D) understands the concepts of populations, communities, ecosystems, ecoregions, and the role of biodiversity in living systems.
 - E) understands that humans are living organisms who uniquely interact with the environment.
- 2) Performance Indicators - The competent science teacher:
 - A) develops a model or explanation that shows the relationships within the environment.
 - B) demonstrates an understanding of how communities, ecosystems, and ecoregions change.
 - C) demonstrates an understanding of the human as a living organism comparable to other life forms and functions.
 - D) describes physical, ecological, and behavioral factors that influence homeostasis within an organism and interrelationships among organisms.
 - E) demonstrates the ability to use instruments or to explain functions of the technologies used to study the life sciences at the organism and ecosystem level.
- e) Matter and Energy - The competent science teacher understands the nature and properties of energy in its various forms, and the processes by which energy is exchanged and/or transformed.
- 1) Knowledge Indicators - The competent science teacher:
 - A) understands the atomic and nuclear structure of matter and the relationship to chemical and physical properties.
 - B) understands the principle of conservation as it applies to mass, charge, momentum, and energy.
 - C) understands the cause and effect of chemical reactions in natural and manufactured systems.
 - D) understands the characteristics and relationships among thermal, acoustical, radiant, electrical, chemical, mechanical, and nuclear energies.
 - 2) Performance Indicators - The competent science teacher:
 - A) analyzes the properties of materials in relation to their chemical or physical structures and evaluates uses of the materials based on their properties.
 - B) explains conservation of mass and energy and explains interactions of energy with matter, including changes in state.
 - C) uses kinetic theory and the laws of thermodynamics to explain energy transformations.
 - D) analyzes atomic and nuclear reactions in natural and man-made energy systems.
 - E) demonstrates the ability to use instruments or to explain functions of the technologies used to study matter and energy.
- f) Force and Motion - The competent science teacher understands and

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applies the concepts that describe force and motion and the principles that explain them.

- 1) Knowledge Indicators - The competent science teacher:
 - A) understands the concepts and interrelationships of position, time, velocity, and acceleration.
 - B) understands the concepts and interrelationships of force (including gravity and friction), inertia, work, power, energy, and momentum.
 - C) understands the nature and properties of electricity and magnetism.
 - D) understands the nature and properties of mechanical and electromagnetic waves.
- 2) Performance Indicators - The competent science teacher:
 - A) describes and predicts motions of bodies in inertial and accelerated frames of reference and in one and two dimensions in a physical system with association to the basic theories of force and motion.
 - B) analyzes and predicts motions and interactions involving forces within the context of conservation of energy and/or momentum.
 - C) describes the effects of gravitational, electromagnetic, and nuclear forces in real-life situations.
 - D) analyzes and predicts the behavior of mechanical and electromagnetic waves under varying physical conditions.
 - E) demonstrates abilities to use instruments or to explain functions of the technologies used to study force and motion.
- g) The Earth - The competent science teacher understands the dynamic nature of the Earth and recognizes that its features and structures result from natural processes.
 - 1) Knowledge Indicators - The competent science teacher:
 - A) understands the structure and composition of the Earth's land, water, and atmospheric systems.
 - B) understands the transfer of energy within and among Earth's land, water, and atmospheric systems.
 - C) understands the scope of geologic time and the continuing physical changes of the Earth through time.
 - D) understands the interrelationships between living organisms and Earth's resources.
 - 2) Performance Indicators - The competent science teacher:
 - A) analyzes and explains large-scale dynamic forces, events, and processes that affect the Earth's land, water, and atmospheric systems.
 - B) identifies and explains Earth's processes and cycles and cites examples in real-life situations.
 - C) evaluates scientific theories about Earth's origin and history and how those theories explain contemporary living systems.

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- D) identifies and evaluates the uses of Earth's resources.
- E) demonstrates abilities to use instruments and/or to explain functions of the technologies used to study the earth sciences.
- h) The Universe - The competent science teacher understands and applies concepts that explain the composition, structure of, and changes in the universe and Earth's place in it.
 - 1) Knowledge Indicators - The competent science teacher:
 - A) understands the properties and dynamic nature of the solar system.
 - B) understands the properties and dynamics of objects external to the solar system.
 - C) understands the scientific theories dealing with the origin of the universe.
 - 2) Performance Indicators - The competent science teacher:
 - A) observes, describes, and explains the relative and apparent motions of objects in the sky.
 - B) compares and analyzes evidence relating to the origin and physical evolution of the universe.
 - C) compares the processes involved in the life cycle of objects within the galaxies, including their physical and chemical characteristics.
 - D) demonstrates the ability to use instruments or to explain functions of the technologies and tools used in the study of the space sciences.
- i) Practices of Science - The competent science teacher understands and applies accepted practices and implications of science in contemporary and historical contexts.
 - 1) Knowledge Indicators - The competent science teacher:
 - A) understands that the nature of science is a human endeavor characterized as tentative, public, replicable, probabilistic, historic, unique, holistic, and empirical.
 - B) understands the definitions of hypotheses, predictions, laws, theories, and principles and the historic and contemporary development and testing of them.
 - C) understands research and reports examples of hypotheses, predictions, laws, theories, and principles and valid and biased thinking.
 - D) understands the basis for safety practices and regulations in the study of science.
 - 2) Performance Indicators - The competent science teacher:
 - A) researches and reports examples of creative and critical thinking skills in scientific research and technological innovation.
 - B) researches and reports examples of predictions, hypotheses, and theories in both valid and biased scientific thinking.
 - C) researches and reports examples of the development of science through time and the impact of societal values on

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the nature of science.
 D) documents and practices safety rules and shows evidence of their necessity in the investigation of science.
 E) demonstrates the ability to use instruments and is able to explain functions of appropriate safety equipment used to ensure and implement safe practices.

j) Science, Technology, and Society - The competent science teacher understands the interaction among science, technology, and society, including historical and contemporary development of major scientific ideas and technological innovations.
 1) Knowledge Indicators - The competent science teacher:

A) understands the ways that science and technology affect people's everyday lives, societal values, and systems; the environment; new knowledge; and technologies throughout history.

B) understands the processes and effects of scientific and technological breakthroughs and their effect on other fields of study, careers, and job markets.

2) Performance Indicators - The competent science teacher:

A) evaluates the efficacy of criteria for determining the effects of policies on local scientific, environmental, and technological issues.

B) investigates and evaluates the credibility of scientific claims made in the media, during public debates, or in advertising or marketing campaigns.

C) investigates issues by defining and clearly articulating the scientific, technological, and societal connections to be investigated, as well as evaluating the consequences, implications, and potential options for resolution.

k) Unifying Concepts - The competent science teacher understands the major unifying concepts of all sciences (systems, order, and organization; evidence, models, and explanation; constancy, change, and measurement; evolution and equilibrium; form and function), and how these concepts relate to other disciplines, particularly mathematics and the social sciences.

1) Knowledge Indicators - The competent science teacher:

A) understands connections within and among the traditional scientific disciplines.

B) understands the fundamental comparability of the processes shared within and among the traditional scientific disciplines.

C) understands fundamental mathematical language, knowledge, and skills.

D) understands fundamental relationships among the sciences and the social sciences.

2) Performance Indicators - The competent science teacher:

A) identifies and describes the application of the unifying concepts in real-life situations.

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B) utilizes the unifying concepts from science, as well as concepts from mathematics, the social sciences, and other disciplines in his or her teaching.

C) expresses phenomenological relationships in the language of mathematics, solving simple algebraic equations, using scientific notation, constructing and interpreting graphs and using probabilities.

1) Curriculum in Science - The competent science teacher understands how to develop learning outcomes for science instruction that incorporate State and national frameworks for teaching science and how to select appropriate curriculum materials to meet the standards-based outcomes.
 1) Knowledge Indicators - The competent science teacher:

A) understands the local, State and national goals and standards for science education.

B) understands the relationship of science concepts to the developmental level of students in classrooms.

C) understands how to articulate science instruction across units and from year to year.

2) Performance Indicators - The competent science teacher:

A) identifies how an instructional design relates to local, State, and national goals and standards for science.

B) identifies appropriate curricular materials from a variety of sources and selects those that meet the developmentally appropriate, standards-led instructional outcomes.

C) demonstrates the ability to articulate learning across and among units of instruction, courses in science, and other disciplines.

m) Planning for Instruction in Science - The competent science teacher understands how to plan learning experiences that utilize an appropriate variety of instructional methods and strategies that allow students to develop significant concepts in science and the ability to engage in scientific reasoning.

1) Knowledge Indicators - The competent science teacher:

A) understands how to use materials from the students' environment to help them use inquiry strategies to build concepts.

B) understands the appropriate use of various strategies of direct instruction, concept development, inquiry and problem solving that lead to knowledge and skills in scientific reasoning.

C) understands how concepts are developed in students' minds and how to address misconceptions that students have developed from prior experiences.

2) Performance Indicators - The competent science teacher:

A) plans instruction that allows students to develop understanding of significant concepts and skills in science through hands-on experiences with real materials.

B) plans instruction that incorporates a variety of methods and

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strategies for learning, including demonstrations, the laboratory, and out-of-class resources.

- C) plans instruction utilizing instructional technology, instructional materials, and scientific equipment.
- D) plans instructional activities that create opportunities for students to test, modify, and sometimes abandon previous ideas about science.

- n) Environment for Learning - The competent science teacher can design and manage safe and supportive learning environments in which all students can engage in scientific inquiry and concept development.

- 1) Knowledge Indicators - The competent science teacher:

- A) understands liability and negligence, especially as applied to science teaching.
- B) understands procedures for safe and ethical use and care of animals for science instruction.

- 2) Performance Indicators - The competent science teacher:

- A) designs and assesses learning environments to utilize safe practices to prevent potential problems of liability and negligence regarding the inventory, storage, and disposal of chemicals, resources, and equipment.
- B) develops a set of criteria to measure and assesses the optimum learning environment that promotes scientific inquiry and learning.

- C) develops procedures to adapt learning environments to meet students' special needs.

- o) Teaching Science - The competent science teacher understands how to guide and facilitate learning using a variety of methods and strategies that encourage students' development of scientific inquiry skills and concepts.

- 1) Knowledge Indicators - The competent science teacher:

- A) understands the appropriate use of strategies for questioning, facilitating, and coaching to help students develop significant concepts, problem-solving skills, and scientific habits of mind.
- B) understands the teacher's role in different teaching strategies, including concept development, inquiry, and direct instruction.

- 2) Performance Indicators - The competent science teacher:

- A) implements activities requiring students to collect data, reflect upon their findings, make inferences, and link new ideas to preexisting knowledge.
- B) conducts instruction that has appropriate structure with flexibility to allow students to engage in productive inquiry as individuals and groups.

- C) conducts instruction that encourages the curiosity, openness to new ideas and data, and skepticism that characterize science.

- p) Assessment - The competent science teacher understands standards-based

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science assessment designs, purposes, and analysis strategies, including technological collection capabilities and performance assessments.

- 1) Knowledge Indicators - The competent science teacher:

- A) understands the alignment of student learning standards, instructional strategies, and local curriculum in the development of assessment tools and strategies.
- B) understands the value of assessment data in guiding and changing instruction in science classrooms.

- C) understands the importance of communicating criteria for success to students.
- D) understands the importance and impact of State and local assessment policies.

- 2) Performance Indicators - The competent science teacher:

- A) plans and conducts assessment to evaluate scientific inquiry assessment tasks in multiple disciplines.
- B) plans and conducts assessment to evaluate technological design assessment tasks in multiple disciplines.

- C) plans and conducts assessment to evaluate scientific case study/issue investigation assessment tasks in multiple disciplines.
- D) plans and conducts assessment to evaluate student understanding using a variety of tools and strategies.

- E) designs assessment tasks with clearly articulated criteria for student impact and program evaluation.
- F) evaluates assessment data to propose responses to program evaluation and potential improvement.

- q) Connections in Teaching Science - The competent science teacher can relate science to the daily lives and interests of students as well as to the larger framework of human endeavor and to learning in other disciplines.

- 1) Knowledge Indicators - The competent science teacher:

- A) understands how students can identify and utilize science concepts in their daily lives.
- B) understands the relationship of learning in science to learning in other disciplines.

- 2) Performance Indicators - The competent science teacher:

- A) engages students in the examination of science applications in their personal lives and interests and in the examination of local issues.
- B) assists students in relating knowledge of other disciplines, particularly mathematics and social sciences, to concepts of science in applications to their personal lives.

- C) orients students to potential careers related to applications of scientific and technological knowledge.

- r) Learning Science and the Community - The competent science teacher can make effective use of human and institutional resources beyond the classroom.

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- 1) Knowledge Indicators - The competent science teacher:
 - A) understands applications of science concepts and inquiry to the context of a community.
 - B) understands how parents and other community members and institutions support science learning in the classroom.
 - C) understands how to use the resources of the student's community to support inquiry.
- 2) Performance Indicators - The competent science teacher:
 - A) uses data about a community in conducting learning activities in science.
 - B) conducts activities that involve parents and other members of the community in the science program.
 - C) utilizes individuals and agencies that provide science education in the community in the science program.
 - D) develops and tests a community resource inventory, including its non-formal learning opportunities, business/industry connections, and parent/community resources.
 - E) uses synchronous and asynchronous telecommunication capabilities to collaborate with community members and other experts as an integral component of projects.
- s) Content Reading - The competent science teacher understands the process of reading and demonstrates instructional abilities to teach reading in the content area of science.
 - 1) Knowledge Indicators - The competent science teacher:
 - A) understands that the reading process is the construction of meaning through the interactions of the reader's background knowledge and experiences, the information in the text, and the purpose of the reading situation.
 - B) recognizes the relationships among the four language arts (reading, writing, listening, and speaking), and knows how to provide opportunities to integrate these through instruction.
 - C) understands how to design, select, modify, and evaluate materials in terms of the reading needs of the learner.
 - D) understands the importance of and encourages the use of literature for adolescents in the curriculum and for independent reading.
 - E) understands the relationship between oral and silent reading.
 - F) understands the role of subject-area vocabulary in developing reading comprehension.
 - G) understands the importance of the unique study strategies required of the specific content area in developing reading comprehension.
 - H) understands the importance of the relationship between assessment and instruction in planning.
 - 2) Performance Indicators - The competent science teacher:
 - A) plans and teaches lessons for students that develop

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- comprehension of content-area materials through instructional practices that include analyzing critically, evaluating sources, and synthesizing and summarizing material.
- B) plans and teaches lessons on how to monitor comprehension and correct confusions and misunderstandings that arise during reading.
- C) plans and models use of comprehension strategies before, during, and after reading of text.
- D) provides opportunities for students to develop content-area vocabulary through instructional practices that develop connections and relationships among words, use of context clues, and understanding of connotative and denotative meaning of words.
- E) plans and teaches lessons that encourage students to write about the content read in order to improve understanding.
- F) plans and teaches lessons to help students develop study strategies that include previewing and preparing to read text effectively, recognizing organizational patterns unique to informational text, and using graphic organizers as an aid for recalling information.
- G) plans and teaches units that require students to carry out research or inquiry using multiple texts, including electronic resources.
- H) provides continuous monitoring of students' progress through observations, work samples, and various informal reading assessments.
- I) analyzes and evaluates the quality and appropriateness of instructional materials in terms of readability, content, length, format, illustrations, and other pertinent factors.
- J) promotes the development of an environment that includes classroom libraries that foster reading.

Section 27.150 Biology

In addition to the standards for all science teachers that are set forth in Section 27.140 of this Part, those who specialize in the teaching of biology shall be required to meet the standards described in this Section.

- a) The competent biology teacher applies an understanding of the concepts of cell biology.
 - 1) Knowledge Indicators - The competent biology teacher:
 - A) understands the structural and functional aspects of nucleic acids, proteins, carbohydrates, lipids, and enzyme kinetics and reactivity.
 - B) understands the utilization and synthesis of organic materials by living systems and the relationship of these processes to energy production and utilization at the cellular level.

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- C) understands the basic methods and processes used in cellular and molecular biology research.
- D) understands the mechanisms and genetics of cellular differentiation to form specialized tissues, organs, and the organism.
- 2) Performance Indicators - The competent science teacher:
- A) designs and/or describes models that represent nuclear and cellular chemical reactions at the microscopic and macroscopic levels.
- B) demonstrates the use and application of the technologies and instruments used to study biological phenomena at the cellular level for both prokaryotes and eukaryotes.
- C) delineates the historical progression of the studies of cellular biology, emphasizing the changes in knowledge from advances in technology and the resulting societal implications.
- D) develops, selects, and implements safe and appropriate laboratory, field, and classroom activities to develop students' understanding of cell biology.
- b) The competent biology teacher applies an understanding of the molecular basis of heredity and the associated mathematical probabilities of pedigrees.
- 1) Knowledge Indicators - The competent biology teacher:
- A) understands the nature and function of the gene, with an emphasis on the molecular basis of inheritance and gene expression.
- B) understands the processes involved in gene sequencing and the technologies that did/will contribute to advances in this field.
- C) understands genetic and mathematical explanations associated with the probabilities of the transmission of traits and defects in organisms.
- D) understands the basis and impact of the concepts of mutations and extinction.
- E) understands the concepts, technologies, and consequences associated with recombinant DNA applications.
- 2) Performance Indicators - The competent science teacher:
- A) schematically explains the technologies associated with various gene sequencing strategies and manipulations.
- B) designs physical and mathematical models of varying degrees of sophistication that explain the nature of the gene and its predicted expression(s) in various organisms.
- C) demonstrates the use and application of the instruments used in biotechnology studies.
- D) delineates the historical progression of the studies of biotechnology, emphasizing the changes in knowledge from advances in technology and the resulting societal implications.

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- E) develops, selects, and implements safe and appropriate laboratory, field, and classroom activities to develop students' understanding of biotechnology.
- c) The competent biology teacher applies an understanding of biological evolution.
- 1) Knowledge Indicators - The competent biology teacher:
- A) understands biological diversity, with an emphasis on the evolutionary relationships among the major groups.
- B) understands the processes of natural selection and speciation by which entire and portions of phyla, classes, orders, genus and species of organisms have evolved or become extinct over time.
- C) understands the evidence from comparative anatomy, behavior, embryology, genetics, paleontology, and physiological studies that contribute to the explanations of the theory of evolution.
- 2) Performance Indicators - The competent science teacher:
- A) cites and describes examples of evolutionary evidence from the geological, biochemical, genetic, embryologic, and fossil records.
- B) compares and contrasts cellular and sub-cellular structures and molecular processes among the major groups of organisms.
- C) describes recent findings or research associated with the testing of the theory of evolution and its mechanisms.
- D) delineates the historical progression of the studies of evolution, emphasizing the changes in knowledge from advances in technology and the resulting societal implications.
- E) develops, selects, and implements appropriate classroom activities to develop students' understanding of evolution.
- d) The competent biology teacher applies an understanding of organismal biology and diversity.
- 1) Knowledge Indicators - The competent biology teacher:
- A) understands biochemical and molecular biology of the processes fundamental to the metabolic function of the various systems of living organisms.
- B) understands how organisms recognize and localize various signals to maintain homeostasis throughout and beyond the whole organism.
- C) understands biological diversity that encompasses the structure, function, and nomenclature of the major groups of organisms on the local, regional, and global levels.
- D) understands the processes and requirements necessary for the maintenance and continuation of life, including humans.
- 2) Performance Indicators - The competent science teacher:
- A) designs and explains models that demonstrate how organisms react to stimuli within and beyond the organism.
- B) analyzes the interrelationships among the functions of the

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- various organismal systems.
- C) demonstrates the use of various instruments and technologies that enable the study of organisms on the microscopic and macroscopic levels.
 - D) develops, selects, and implements appropriate laboratory, field, and classroom activities and strategies to develop students' understanding of the biology of organisms and their diversity.
 - e) The competent biology teacher applies an understanding of ecology.
 - 1) Knowledge Indicators - The competent biology teacher:
 - A) understands the categories of interactions and interdependence by organisms in the various ecosystems, including the environmental influences and limiting factors that affect them.
 - B) understands the concepts and impact of population dynamics on environments and communities.
 - C) understands the human impact on the environment, as well as the impact of the environment on humans.
 - D) understands the effect of abiotic factors on the location of different biotic communities.
 - 2) Performance Indicators - The competent science teacher:
 - A) analyzes the impact of climate, altitude, geography, etc., on the location of plant communities and animal habitats.
 - B) explains the concepts of survival techniques by organisms in varying environments and how this knowledge can be applied in altered circumstances.
 - C) analyzes the risk/cost/benefit factors in environmental impact studies.
 - D) conducts field studies to detect the presence of various indicator species that mark the health of the ecosystem.
 - E) demonstrates the use of various instruments, technologies, and strategies in the research of the ecology.
 - F) develops, selects, and implements safe and appropriate laboratory, field, and classroom activities to develop students' understanding of the local, regional, and global ecosystems.
 - f) The competent biology teacher applies an understanding of the matter, energy, and organization in living systems.
 - 1) Knowledge Indicators - The competent biology teacher:
 - A) understands the flow of energy in biological systems and the physical environment.
 - B) understands the distribution and abundance of organisms and populations in ecosystems as limited by the availability of matter and energy.
 - C) understands the reciprocity between consumers and producers and the biochemical pathways that cause energy to be transferred.
 - D) understands the need for obtaining, transforming,

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- transporting, releasing, and eliminating matter and energy as accommodated by the varying complexity and organization of organisms.
- 2) Performance Indicators - The competent science teacher:
 - A) designs models that demonstrate the building and breakdown of obvious molecules in biological reactions.
 - B) describes the transformation of energy in various biological reactions.
 - C) analyzes the distribution and abundance of organisms within an ecosystem limited by the availability of matter and energy.
 - D) demonstrates the use of instruments, technologies, and strategies that analyze the composition of the matter, energies, and degrees of organization in organisms.
 - E) develops, selects, and implements safe and appropriate laboratory, field, and classroom activities that develop students' understanding of the physical and chemical factors associated with living systems.
- Section 27.160 Chemistry**
- In addition to the standards for all science teachers that are set forth in Section 27.140 of this Part, those who specialize in the teaching of chemistry shall be required to meet the standards described in this Section.
- a) The competent chemistry teacher possesses basic scientific and mathematical skills, utilizes safe laboratory practices, and is aware of issues of public concern.
 - 1) Knowledge Indicators - The competent chemistry teacher:
 - A) understands the appropriate mathematical skills for solving problems; is aware of methods used in collecting, analyzing, and reporting data, including basic statistical and computational concepts, and the use of technology in the learning process.
 - B) understands the appropriate experimental procedures and common scientific equipment for measurement and determination of chemical reactions and properties.
 - C) understands chemical hygiene plans, safe and proper use of equipment, and materials commonly used in chemistry laboratories, including proper waste disposal and procedures for preventing and dealing with accidents and injuries in the laboratory.
 - D) understands the role of chemistry in daily life, including ways in which basic research and the development of new technology affect society.
 - 2) Performance Indicators - The competent chemistry teacher:
 - A) solves simple algebraic operations, uses scientific notation, and plots and interprets graphs.
 - B) uses computer programs to organize data and indicate

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relationships.

- C) selects appropriate instrumentation and methods of chemical analysis.
- D) implements an appropriate chemical hygiene plan as part of the process of setting up and running a safe and effective chemistry laboratory course.
- E) relates chemistry and technology to issues of societal importance.

- b) The competent chemistry teacher understands and applies the concepts of the nature of matter at the atomic level.

1) Knowledge Indicators - The competent chemistry teacher:

- A) understands the chemical constitution of matter as elements, compounds, and mixtures and the distinction between physical and chemical changes.
- B) understands the development and central concepts of atomic theory and atomic structure, including the quantum mechanical model.
- C) understands the names and electronic structure of common elements and their ions.
- D) understands the periodic nature of the elements and the relationship between their electron configuration and the periodic table.
- E) understands the description of the energy of an electron in an atom or ion in terms of the four quantum numbers.
- F) understands the properties of an atomic nucleus that affect its stability.
- G) understands nuclear decay sequences and products.

2) Performance Indicators - The competent chemistry teacher:

- A) applies basic separation techniques based on differences in the properties of matter.
- B) describes the historical progression in the development of the theory of the atom, including the contributions of Dalton, Thomson, Rutherford, and Bohr.
- C) uses applicable principles to show the ground state electronic configuration of the elements and their ions.
- D) explains the chemical and physical properties of the elements in terms of electron configuration.
- E) explains the stability versus instability of specified nuclei and their decay products.
- F) shows strategies for writing and balancing equations for nuclear reactions.

- c) The competent chemistry teacher understands the combination of elements to form bonds and the geometry and properties of the resulting compounds.

1) Knowledge Indicators - The competent chemistry teacher:

- A) understands the transfer of electrons in the formation of ionically bonded materials, the sharing of electrons in covalently bonded compounds, and the polarity of compounds

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in terms of electronegativity differences.

- B) understands the concepts of hybridization, Valence Shell Electron Pair Repulsion, and Lewis structures to describe molecular geometry and bonding.

- C) understands general features and properties of compounds of metals, nonmetals, and transition elements and materials derived from them.

- D) understands general features of three-dimensional structures, bonding, molecular properties, and reactivity of organic molecules.

2) Performance Indicators - The competent chemistry teacher:

- A) categorizes compounds as ionic, polar covalent, and nonpolar covalent.
- B) draws Lewis structures and describes the geometry of specified compounds.
- C) describes geometry of coordination compounds based on hybridization of the central atom.
- D) uses molecular models and predicts properties of organic molecules based on bonding and structure.

- d) The competent chemistry teacher understands the nature and properties of molecules in the gaseous, liquid, and solid states.

1) Knowledge Indicators - The competent chemistry teacher:

- A) understands the kinetic molecular theory and its description of solids, liquids, and gases.
- B) understands the combined gas laws, the ideal gas law, Dalton's Law of Partial Pressures, and Graham's Law of Diffusion.

- C) understands intermolecular forces that explain the physical properties of elements and compounds in all states of matter, classifying by type of unit attraction.

2) Performance Indicators - The competent chemistry teacher:

- A) explains the transitions between solids, liquids, and gases using phase diagrams.
- B) describes the behavior of gases and demonstrates proper and effective lab techniques for working with gases under various conditions.
- C) explains liquid properties in terms of intermolecular forces.

- D) classifies unknown solids as molecular, metallic, ionic, and covalent network solids according to their physical and chemical properties.

- e) The competent chemistry teacher understands interactions of particles in solution.

1) Knowledge Indicators - The competent chemistry teacher:

- A) understands concentrations and appropriate procedures for preparing solutions.

- B) understands the mechanisms of the solution process, including effects of temperature and pressure on solubility

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- of liquids and gases.
- C) understands the colligative properties of solutions.
- 2) Performance Indicators - The competent chemistry teacher:
- A) prepares solutions of specific concentrations (molality, molarity, normality, mole fraction, and percent by weight).
- B) selects appropriate solvents for dissolution or purification of solid compounds.
- C) applies colligative properties to practical solutions of technological problems.
- f) The competent chemistry teacher understands acid-base chemistry.
- 1) Knowledge Indicators - The competent chemistry teacher:
- A) understands Arrhenius, Bronsted-Lowry, and Lewis concepts of acids and bases.
- B) understands the relationship between acid and base strength and molecular structure.
- C) understands how the chemical equilibrium of weak acids explains buffered solutions.
- 2) Performance Indicators - The competent chemistry teacher:
- A) uses the Arrhenius, Bronsted-Lowry, and Lewis concepts to explain the pH of various solutions.
- B) prepares standardized solutions and conducts acid/base titrations.
- C) explains how to prepare a buffer of a specified pH if given a list of the K_a of various acids, and a standardized NaOH solution.
- g) The competent chemistry teacher understands the laws of thermodynamics and can apply them to chemical systems.
- 1) Knowledge Indicators - The competent chemistry teacher:
- A) understands the relationships between enthalpy, entropy, Gibbs free energy, and the equilibrium constant.
- B) understands the kinetic and thermodynamic dynamics that move a reversible reaction to a position of chemical equilibrium.
- C) understands LeChatelier's Principle and its application to a reversible reaction.
- D) understands oxidation/reduction reactions and their relationship to standard reduction potentials.
- E) understands electrolysis reactions.
- 2) Performance Indicators - The competent chemistry teacher:
- A) evaluates the energy potential of a variety of fuels in terms of maximum possible useful work.
- B) evaluates the thermodynamic feasibility of various reactions and performs appropriate thermodynamic calculations.
- C) demonstrates the implications of LeChatelier's Principle on a variety of aqueous and gaseous equilibria.
- D) balances redox equations.
- E) devises and builds an electrochemical cell.
- h) The competent chemistry teacher understands the mechanisms of chemical reactions and the theory and practical applications of reaction rates.

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- 1) Knowledge Indicators - The competent chemistry teacher:
- A) understands the classification of types of chemical reactions.
- B) understands common rate terms and experimental determination of reaction rates as a function of concentration and time.
- C) understands the basics of collision and transition-state theories and the significance of the Arrhenius equation.
- D) understands rate laws and their importance to mechanisms; rate laws associated with common reactions and catalyzed reactions.
- 2) Performance Indicators - The competent chemistry teacher:
- A) writes balanced equations to describe chemical reactions.
- B) experimentally determines and analyzes rate data and applies them to mechanisms.
- C) explains how reactions occur, what factors are involved in determining how fast a reaction proceeds, and the effects of temperature on rates.
- D) uses kinetics to determine reaction mechanisms and explains catalysis.
- i) The competent chemistry teacher understands major aspects of organic chemistry.
- 1) Knowledge Indicators - The competent chemistry teacher:
- A) understands the functional group classification and nomenclature of organic compounds and general characteristics and reactions of each group.
- B) understands the concepts and mechanisms of substitution, addition, elimination, and other reactions of organic molecules.
- C) understands the importance and use of chromatography in the separation and spectroscopy in the characterization of organic molecules.
- D) understands the general structure, properties and uses of organic polymers, pharmaceuticals, pesticides, and other practical products.
- E) understands the structure, properties, and function of common biological molecules (carbohydrates, lipids, proteins and nucleic acids) and how these biomolecules are used in processes necessary for life.
- 2) Performance Indicators - The competent chemistry teacher:
- A) recognizes functional groups and predicts reactions thereof.
- B) writes simple mechanisms of organic reactions.
- C) sets up appropriate separation, purification, and identification schemes for organic molecules.
- D) demonstrates and discusses practical organic materials.
- E) explains the overall biological function of common types of biomolecules.

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In addition to the standards for all science teachers that are set forth in Section 27.140 of this Part, those who specialize in the teaching of earth and space science shall be required to meet the standards described in this Section.

- a) The competent earth and space science teacher understands the dynamic geological nature of the Earth and the evidence in its features.

- 1) Knowledge Indicators - The competent earth and space science teacher:

- A) understands the dynamics and processes that shape the surface and interior of the Earth through geologic time.
- B) understands the basic rock and mineral types and the processes that form them.
- C) understands the scope and scale of geologic time and research technologies that determine and depend upon it.
- D) understands the paleontological, paleoclimatological, and paleogeological evidence that shows the evolution of Earth and life on it through geologic time.
- E) understands the historical progression in the human understanding of the science and technologies of geology.
- F) understands the human economic, social, and environmental dependence on geologic resources.
- G) understands the effects of earth processes on human societies through time.

- 2) Performance Indicators - The competent earth and space science teacher:

- A) creates and explains interpretive models that correlate various Earth features with the tectonic processes that shape the Earth's surface and interior, accessing the research from various technologies.
 - B) demonstrates and explains strategies that are used to identify and classify rocks and minerals.
 - C) develops strategies to explain the scope of geologic time and comparisons to human-time scale observations.
 - D) demonstrates the use of schematics for the use of various technologies used by geologists.
 - E) evaluates and cites evidence of scientific theories that explain how life originated from processes that have taken place in the atmosphere, on land, and in the oceans.
 - F) describes how rock strata and fossils can lead to inferences about depositional environments and climatic conditions in Earth's history.
 - G) interprets a geologic column to describe the geologic history of a particular area.
- b) The competent earth and space science teacher understands the meteorological nature of the Earth and the dependence of life upon it.
- 1) Knowledge Indicators - The competent earth and space science teacher:
- A) understands the nature of water and its influence upon the

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shape of the land, atmospheric conditions, and oceanic environments.

- B) understands the physical and chemical characteristics of and the cyclic interchange of elements and compounds through the lithosphere, hydrosphere, biosphere, and atmosphere.

- C) understands the effect of the variables (including humans) of the natural Earth systems on weather and climate and the past, current, and future inferences associated with these effects.

- 2) Performance Indicators - The competent earth and space science teacher:

- A) designs models, using the latest technological data sources, that show evidence of the cyclic interchange of elements and compounds through the Earth's atmospheric, hydrospheric, and lithospheric systems.
- B) demonstrates use of the various historic and current technologies and tools associated with data collection and interpretation of meteorologic and climatologic research and predictions.
- C) collects/accesses, analyzes and explains daily meteorologic data using various technologies and media.
- D) designs models that demonstrate how human activities impact short-term and long-term weather and climate.
- E) accesses and analyzes various sources of data that interpret the total water supply of Earth and the projections about the protection and conservation of this resource.

- c) The competent earth and space science teacher understands the Earth's place in the solar system and the universe.

- 1) Knowledge Indicators - The competent earth and space science teacher:

- A) understands the physical and chemical atmospheric and geologic characteristics and orbital factors of the sun and its planets.
- B) understands the characteristics, visibility, appearance, and orbital nature of comets, asteroids, and meteoroids.
- C) understands the scientific basis for understanding various atmospheric, solar, and celestial phenomena, such as eclipses, seasons, phases, apparent motion of objects, auroras, etc.
- D) understands the various theories of cosmogony, cosmology and the formation of galaxies.
- E) understands the scientific and mathematical research that explains stellar evolution, including the types and fates of stars as a function of mass.
- F) understands the historical progression of understanding the science of astronomy, the physical laws that govern it, and the technologies that explain it.
- G) understands the technologies associated with the

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understanding of the science of astronomy and the limitations associated with these Earth-based technologies.
H) understands the scope and scale of astronomical time and distance.

2) Performance Indicators - The competent earth and space science teacher:

- A) cites evidence from current and historic scientific observations that support or disconfirm various theories of cosmology and cosmogony.
- B) demonstrates the technological analysis of star light used to explain the star's chemical composition and motion.
- C) analyzes the relative correctness of the various historic models of the solar system.
- D) uses and/or explains remote sensing technologies to explain solar, planetary, and galactic research.
- E) identifies constellations and their brightest stars for the various seasons, using simple star charts, binoculars, telescopes, and various computer technologies.
- F) designs and explains models that demonstrate various celestial and astronomic phenomena.

d) The competent earth and space science teacher understands the fundamental earth-sky-human relationships through time.

1) Knowledge Indicators - The competent earth and space science teacher:

- A) understands the historical technologies used to determine distance and time and their direct impact on civilization and progress.
- B) understands the relationship between latitude and the positions/motion of celestial objects.
- C) understands the scientific laws and applications that interplay for orbital, sub-orbital, and space flight and exploration.
- D) understands the historical progression of exploration that has led to planetary and space research.

2) Performance Indicators - The competent earth and space science teacher:

- A) demonstrates the use of various simple technologies and observations used historically to determine solar and seasonal time and locations, both during the day and at night.
- B) constructs models that explain the requirements for orbital and sub-orbital flight.
- C) designs flow charts that show the historic progression of space flight and exploration.
- D) analyzes the international cooperation and competition associated with space flight, research, and the anticipated economic possibilities of resulting products.
- E) compares and contrasts cultural/historic interpretations of

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astronomical phenomena.

Section 27.180 Environmental Science

In addition to the standards for all science teachers that are set forth in Section 27.140 of this Part, those who specialize in the teaching of environmental science shall be required to meet the standards described in this Section.

a) The competent environmental science teacher understands the Earth as a physical system, the living environment, humans and their societies, and human-environment interactions.

1) Knowledge Indicators - The competent environmental science teacher:

- A) understands the cycling of matter and flow of energy through the biotic and abiotic components of various ecosystems.
- B) understands the interactions and interdependence of Earth's biotic and abiotic systems.
- C) understands how the complex relationships among social, cultural, political, and economic systems affect local, regional, and global environments.
- D) understands the ecological implications of human activities and communities.

2) Performance Indicators - The competent environmental science teacher:

- A) describes how the laws of thermodynamics apply to habitats, individual organisms, and community dynamics.
 - B) analyzes carbon dioxide/oxygen, hydrologic, and nitrogen cycles and their effects at local, regional, and global levels.
 - C) compares and contrasts biotic and abiotic factors in the environment and describes the interrelatedness of organisms to each other and to their environment.
 - D) analyzes how carrying capacity, population dynamics, principles of natural selection, and human activity determine the biodiversity and distribution of organisms in various environments.
 - E) makes inferences about population sizes using sampling techniques.
 - F) analyzes how economic, political, cultural, and social processes interact to shape environmental issues.
 - G) analyzes the ways in which the environment has been changed by natural occurrences and human intervention, differentiating between short- and long-term effects.
- b) The competent environmental science teacher has an understanding of environmental issues and possesses the skills to address these issues.
- 1) Knowledge Indicators - The competent environmental science teacher:
- A) understands the steps involved in conducting investigations

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of environmental issues in a social and political context.
B) understands the societal, economic, and cultural influences on the environmental decision-making process.

C) understands internationally accepted positions regarding citizens' environmental rights and responsibilities and the historical basis for their development.

D) understands trends in national and global societies that relate to environmental quality.

E) understands the connection between environmental awareness and environmental decision-making and action.

2) Performance Indicators - The competent environmental science teacher:

A) evaluates the validity of information sources related to environmental issues by identifying bias and boundaries of evidence.

B) applies research and analytical skills necessary for the investigation of local, regional, and global environmental issues.

C) identifies and evaluates differing interpretations of environmental issues and alternative ways to consider their cultural and ecological impacts.

D) guides students to develop abilities to identify, evaluate, and clarify their own values and positions related to discrete environmental issues and their associated solutions.

E) evaluates proposed or implemented citizen actions with respect to their influence on achieving and/or maintaining a dynamic equilibrium between quality of life and quality of the environment.

c) The competent environmental science teacher understands and can apply scientific processes and concepts to the study of environmental phenomena.

1) Knowledge Indicators - The competent environmental science teacher:

A) understands the strategies and research bases used to propose, analyze, and evaluate environmental studies as a form of scientific inquiry.

B) understands established criteria used to evaluate sources of environmental information and educational materials.

C) understands Illinois, United States, and world environmental history.

D) understands the actual and potential impact of local, State, national, and global policies on environmental issues.

2) Performance Indicators - The competent environmental science teacher:

A) develops, modifies, clarifies, and explains questions that guide explorations of environmental phenomena of various types.

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B) designs safe and appropriate field and classroom studies for community-based action research investigations.

C) creates, uses, and evaluates algebraic, geometric, and computer models and simulations to understand environmental phenomena.

D) uses the equipment and technologies necessary to conduct safe and appropriate studies of environmental phenomena.

E) uses national, State and local criteria to evaluate and select environmental education materials.

F) evaluates degrees of bias in claims derived from scientific studies used in advertising and marketing strategies.

G) compares and contrasts how individuals, and governments contend with the prevention and correction of health-threatening environmental problems.

Section 27.190 Physics

In addition to the standards for all science teachers that are set forth in Section 27.140 of this Part, those who specialize in the teaching of physics shall be required to meet the standards described in this Section.

a) The competent physics teacher understands the essential knowledge and skills needed to practice physics and understands the broad applicability of its principles to real-world situations.

1) Knowledge Indicators - The competent physics teacher:

A) understands scientific processes and principles of experimentation.

B) understands methods and equipment used in scientific measurement.

C) understands the collection and analysis of data and methods used for reporting results.

D) understands how demonstration materials may be used to exhibit and explain a wide variety of physical phenomena.

E) understands safe and proper use of equipment and materials commonly used in physics classrooms and laboratories.

F) understands the growth of physics knowledge from a historical perspective.

2) Performance Indicators - The competent physics teacher:

A) provides examples of the applicability of physics in daily life, including career opportunities and avocations in physics and technology.

B) explains ways in which basic research and the development of new technologies affect society.

C) utilizes basic equipment to demonstrate physical principles and phenomena.

D) incorporates the use of calculator- and computer-based technology, including graphical and statistical procedures, in the collection, analysis, and interpretation of data.

E) uses mathematical concepts, strategies, and procedures, up

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to and including procedures of differential and integral calculus, to derive and manipulate formal relationships between physical quantities.

- F) sets up appropriate laboratory investigations addressing the principles and applications of physics.

b) The competent physics teacher understands particle and rigid body motion in its qualitative and quantitative dimensions.

- 1) Knowledge Indicators - The competent physics teacher:

- A) understands translational, rotational, and periodic motion of particles, systems of particles, and rigid bodies.
- B) understands inertia and moments of inertia, momentum and angular momentum, and forces and torques as they apply to linear and circular motions, respectively.
- C) understands how physical quantities may be represented as vectors, vector sums, and vector products.
- D) understands force and friction and their applications to statics, kinematics, and dynamics.
- E) understands conservation laws as they apply to momentum and energy in one and two dimensions.

- 2) Performance Indicators - The competent physics teacher:

- A) predicts the position of particles undergoing linear, curvilinear, or periodic motion given initial conditions.
- B) applies the concept of gravitational force to problems involving the law of universal gravitation, free fall, and projectile motion.
- C) applies Newton's laws of motion to characterize and explain the disposition of forces acting on a given body and its resultant motion.
- D) applies conservation principles to analyze motion within a system of particles or rigid bodies when no external forces are applied.
- E) uses the relationship between work and energy to analyze the motions of physical systems acted upon by conservative and/or non-conservative forces.

c) The competent physics teacher understands the nature, properties, and behavior of mechanical and electromagnetic waves and how electromagnetic waves interact with matter.

- 1) Knowledge Indicators - The competent physics teacher:

- A) understands types, properties, motions, and interactions of waves.
- B) understands characteristics and behavior of sound and the processes by which sound is produced and transmitted.
- C) understands the nature and properties of electromagnetic radiation and the processes by which it is produced and transmitted and interacts with matter.
- D) understands the basic principles of geometrical and physical optics.

- 2) Performance Indicators - The competent physics teacher:

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- A) identifies components and characteristics of the electromagnetic spectrum by both frequency and wavelength.
- B) analyzes and predicts interactions of waves with objects and other waves as a function of position and time.
- C) analyzes and predicts the behavior of electromagnetic radiation as it interacts with matter.
- D) analyzes and predicts the behavior of light in relation to optical equipment and the human eye.
- E) distinguishes between the physical and physiological properties of sound.

d) The competent physics teacher understands heat and matter.

- 1) Knowledge Indicators - The competent physics teacher:

- A) understands basic concepts of heat and temperature as they relate to temperature measurement and temperature-dependent properties of matter.
- B) understands the laws of thermodynamics as they relate to temperature, work, energy, and entropy.
- C) understands the relationship between heat and work as it pertains to thermodynamic systems.
- D) understands kinetic-molecular theory of thermodynamic behavior in gases, solids, and liquids.

- 2) Performance Indicators - The competent physics teacher:

- A) explains the laws of thermodynamics, giving appropriate examples.
 - B) identifies allowed and disallowed physical processes through application of the laws of thermodynamics.
 - C) measures and analyzes changes in thermodynamic variables in physical systems for various thermodynamic processes.
 - D) uses the kinetic-molecular models of thermodynamics to describe the thermal properties and behaviors of solids, liquids, and gases.
 - E) analyzes the relationship between heat and work in heat engines.
- e) The competent physics teacher understands electricity and magnetism and the relationship between them.
- 1) Knowledge Indicators - The competent physics teacher:
- A) understands the characteristics and behavior of electric charges, their fields, and potentials.
 - B) understands the characteristics and behavior of both AC and DC electrical current in different media.
 - C) understands the behavior of series and parallel electrical circuits, the symbols used to denote their components, and the methods of diagramming them.
 - D) understands the effect of magnetic fields on electric charges, including the direction and magnitude of the force on a moving charge or a current-carrying conductor.
 - E) understands the effect of current-carrying wire, straight and coiled, on the direction of the magnetic field and the

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effect of current strength on magnetic field.

- F) understands electromagnetic induction.
- 2) Performance Indicators - The competent physics teacher:
 - A) identifies characteristics and demonstrates applications of magnets and magnetic fields in daily living.
 - B) identifies principles and applications of electromagnetism in daily living.
 - C) predicts the influence of static distributions of charges or of electric fields in space on electric charges.
 - D) designs and sets up DC and AC electrical circuits using basic circuit elements and analysis.
 - E) illustrates the concepts of charge, fields, potentials, and currents using visual demonstrations and/or computer simulations.
 - F) explains the operation of electric generators and motors.
- f) The competent physics teacher understands atomic and nuclear structure.
 - 1) Knowledge Indicators - The competent physics teacher:
 - A) understands models of atomic structure in both qualitative and quantitative forms.
 - B) understands the relationship of electron energy level changes to atomic spectra.
 - C) understands the characteristics of subatomic particles, including basic quark theory.
 - D) understands the basic principles of radioactive decay.
 - 2) Performance Indicators - The competent physics teacher:
 - A) balances partial equations on nuclear reactions using the appropriate conservation laws.
 - B) identifies applications of radioactivity in science and technology.
 - C) uses the appropriate equipment to detect radioactive decay.
 - D) analyzes the interaction between atomic radiation and living organisms.
- g) The competent physics teacher understands the basic elements and implications of special relativity, quantum mechanics, and solid-state physics.
 - 1) Knowledge Indicators - The competent physics teacher:
 - A) understands the implications of special relativity as they relate to time, space, and mass.
 - B) understands the wave-particle duality of radiation and matter.
 - C) understands the quantum mechanical nature of the interaction between radiation and matter.
 - D) understands the quantum mechanical nature of matter as it applies to electronic behavior in conductors, semiconductors, and insulators.
 - 2) Performance Indicators - The competent physics teacher:
 - A) calculates changes in physical parameters related to

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- relativistic motion and explains their origin.
- B) develops and uses simple theoretical models to describe and explain properties of matter and the interaction of matter and energy.
- C) describes the importance of energy quantization and how it affects the atomic and electronic behavior of matter.

Section 27.200 Social Science - A Common Core of Standards

All social science teachers shall be required to demonstrate competence in the common core of social science standards. In addition, each social science teacher shall be required to demonstrate competence in at least one of the social science areas for which standards are described in Sections 27.210 through 27.260 of this Part: economics, geography, history, political science, psychology, and/or sociology and anthropology.

- a) The competent social science teacher understands the connections among the behavioral sciences, economics, geography, history, political science, and other learning areas.

- 1) Knowledge Indicators - The competent social science teacher:

- A) understands the structure, purpose, and methodology of the social sciences.
- B) understands the interdependence of the social science disciplines.
- C) understands the use of social science concepts to interpret human actions.
- D) understands the relationship between the social sciences and other learning areas.
- 2) Performance Indicators - The competent social science teacher:
 - A) explains the methods social scientists employ to answer questions about the human experience.
 - B) integrates concepts from the social sciences in constructing discipline-specific lessons and units.
 - C) develops interdisciplinary approaches to the teaching of general social science.
- b) The competent social science teacher understands the use of analysis, interpretation, and evaluation.
 - 1) Knowledge Indicators - The competent social science teacher:
 - A) understands the value of informed opinion based on systematic analysis of evidence.
 - B) understands the strengths and weaknesses of primary and secondary sources of evidence.
 - C) understands the importance of multiple sources of information.
 - D) understands the complexity of causation.
 - E) understands the tentative nature of interpretations about human actions.
 - F) understands the difference between fact and conjecture and between evidence and assertion.

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- 2) Performance Indicators - The competent social science teacher:
- demonstrates the ability to compare and contrast.
 - differentiates between facts and interpretations.
 - analyzes cause-and-effect relationships.
 - compares competing narratives and multiple perspectives.
 - identifies the central questions addressed in a narrative.
 - analyzes data from a variety of sources before reaching a general conclusion or interpretation.
- c) The competent social science teacher understands how to use the tools of social science inquiry to conduct research and interpret findings.
- Knowledge Indicators - The competent social science teacher:
 - understands the tools of social science research.
 - understands the use of research in reaching conclusions and developing interpretations.
 - understands ethical approaches for conducting research and interpreting findings.
 - Performance Indicators - The competent social science teacher:
 - gathers data, using appropriate methods and technology.
 - assesses the credibility and authority of sources and research findings.
 - formulates appropriate questions by observing and analyzing evidence.
 - organizes and presents findings in an appropriate format.
- d) The competent social science teacher understands basic political concepts and systems.
- Knowledge Indicators - The competent social science teacher:
 - understands concepts used in the study of government and politics.
 - understands the basic purposes and functions of government (e.g., executive, legislative, and judicial).
 - understands the types of political systems (e.g., democracy, oligarchy, monarchy - limited and unlimited).
 - Performance Indicators - The competent social science teacher:
 - explains the basic concepts used in the study of government and politics (e.g., political socialization, representation, and authority).
 - explains why governments exist and the basic functions they perform.
 - compares the characteristics of democracy, autocracy, oligarchy, monarchy, and totalitarianism.
- e) The competent social science teacher understands the formation and implementation of public policy in the United States and other nations.
- Knowledge Indicators - The competent social science teacher:
 - understands the role played by officials in the legislative, executive, judicial, and administrative branches of government.
 - understands the role played by interest groups, political

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- parties and candidates, public opinion, and the mass media.
- 2) Performance Indicators - The competent social science teacher:
- analyzes public policy issues from the perspectives of different groups, individuals, and government officials.
 - explains how public policy is formed and carried out at local, State, and national levels.
 - evaluates the role of political parties, interest groups, and the media in public policy debate.
 - identifies examples of political leadership influencing public policy.
- f) The competent social science teacher understands the principles of constitutional government in the United States and Illinois.
- Knowledge Indicators - The competent social science teacher:
 - understands the historical development of United States and Illinois constitutional government.
 - understands the principles of representative government that form the foundation of constitutional democracy.
 - Performance Indicators - The competent social science teacher:
 - explains how historical events and significant individuals have affected the development of United States constitutional government.
 - analyzes the fundamental principles (e.g., separation of powers, checks and balances, individual rights, and federalism) that led to the development of democratic government in the United States and Illinois.
- g) The competent social science teacher understands the organization and functions of government at national, State, and local levels in the United States.
- Knowledge Indicators - The competent social science teacher:
 - understands the organizational structure of national, State, and local government.
 - understands the operations of the executive, legislative, and judicial branches of government.
 - understands the functions of national, State, and local governments.
 - Performance Indicators - The competent social science teacher:
 - explains how and why powers of the national government are distributed, shared, and limited in a federal system.
 - analyzes the relationships among national, State, and local governments.
- h) The competent social science teacher understands the rule of law and the rights and responsibilities of individual citizens in a democratic society, with an emphasis on the United States and Illinois.
- Knowledge Indicators - The competent social science teacher:
 - understands the sources, purposes, and functions of law (e.g., basic legal rights and responsibilities).
 - understands the rights extended to citizens through the Bill of Rights and other amendments.

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- C) understands the role of the Supreme Court in defining, expanding, and limiting individual rights.
- D) understands the role of responsible citizenship.
- 2) Performance Indicators - The competent social science teacher:
- A) evaluates the rights and responsibilities of the individual in relation to his or her family, social groups, community, and nation.
- B) evaluates historical and current issues regarding the judicial protection of individual rights (e.g., landmark court decisions and amendments).
- C) examines the implications of responsible citizenship (e.g., decision-making, volunteerism, and voting).
- i) The competent social science teacher understands the purposes and functions of international organizations and global connections, with an emphasis on the role of the United States.
- 1) Knowledge Indicators - The competent social science teacher:
- A) understands the function and global impact of major international and multinational organizations.
- B) understands the development and implementation of United States foreign policy.
- 2) Performance Indicators - The competent social science teacher:
- A) analyzes the influence of international organizations on world affairs.
- B) identifies examples of individuals and interest groups that influence United States foreign policy.
- j) The competent social science teacher understands economic concepts, terms, and theories.
- 1) Knowledge Indicators - The competent social science teacher:
- A) understands the impact of scarcity and opportunity cost on the allocation of resources.
- B) understands the effects of supply and demand on economic decisions.
- C) understands that cost/benefit analysis influences economic decision-making.
- D) understands the role of money in an economic system.
- 2) Performance Indicators - The competent social science teacher:
- A) analyzes how allocation of scarce resources affects a society's standard of living.
- B) uses supply and demand theory to analyze production, consumption, prices, and the market value of labor.
- C) uses marginal analysis to analyze the costs and benefits of voluntary exchange and to evaluate historical and contemporary social issues.
- D) analyzes the characteristics and functions of money and applies an understanding of money to personal finance and consumer decisions.
- k) The competent social science teacher understands various types of economic systems.

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- 1) Knowledge Indicators - The competent social science teacher:
- A) understands the differences among various economic systems.
- B) understands the role of government in an economic system.
- C) understands the importance of financial institutions in a market economy.
- 2) Performance Indicators - The competent social science teacher:
- A) compares the characteristics of command, traditional, and market economic systems and assesses how values and beliefs influence economic decisions in different societies.
- B) evaluates the costs and benefits of government policies and how they affect decisions by consumers and producers.
- C) explains how banks and other financial institutions facilitate saving, borrowing, and investment.
- 1) The competent social science teacher understands the components and operation of the United States economy.
- 1) Knowledge Indicators - The competent social science teacher:
- A) understands the basic principles of free enterprise, including entrepreneurship.
- B) understands the roles of the federal government and the Federal Reserve System in the U.S. economy.
- C) understands the impact of government policies on economic decision-making.
- D) understands the impact of economic problems such as inflation and unemployment.
- 2) Performance Indicators - The competent social science teacher:
- A) explores the impact of competition and monopoly on businesses and households.
- B) analyzes the relationships among households, firms, and government agencies in a market economy.
- C) evaluates the effects of taxes, subsidies, income transfers, interest rates, and other policies on the decisions of consumers and producers.
- D) analyzes economic problems (e.g., inflation and unemployment).
- m) The competent social science teacher understands international economic structures, processes, and relationships.
- 1) Knowledge Indicators - The competent social science teacher:
- A) understands the interconnectedness of comparative advantage, specialization, and trade.
- B) understands the effects of economic interdependence and free trade.
- C) understands the impact of availability of resources on economic growth and stability.
- D) understands the global effects of resource supply and demand.
- 2) Performance Indicators - The competent social science teacher:
- A) analyzes how specialization and comparative advantage affect global production, consumption, voluntary trade, and

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- economic interdependence.
- B) evaluates trade incentives and disincentives such as subsidies and quotas, and examines how the availability of resources affects specialization and trade among nations and regions.
- n) The competent social science teacher understands historical concepts, terms, and theories.
- 1) Knowledge Indicators - The competent social science teacher:
- understands chronological thinking and periodization.
 - understands cause and effect.
 - understands change and continuity.
 - understands historical context.
- 2) Performance Indicators - The competent social science teacher:
- places historical events in the proper chronological framework and compares alternative models of periodization.
 - analyzes the causes and effects of historical events.
 - explains patterns of historical succession and duration, continuity, and change.
 - explains events in relationship to historical setting.
- o) The competent social science teacher understands major political developments and compares patterns of continuity and change in different regions of the world.
- 1) Knowledge Indicators - The competent social science teacher:
- understands 19th and 20th century ideologies and their global influence (e.g., liberalism, republicanism, socialism, Marxism, nationalism, communism, fascism, nazism).
 - understands the nature and significance of modern revolutions.
 - understands the origins and impact of exploration and imperialism.
 - understands the development of representative government.
- 2) Performance Indicators - The competent social science teacher:
- explains the effect of European political ideologies on other regions and nations of the world.
 - describes the causes and effects of modern political revolutions.
 - evaluates the impact of colonization and decolonization on colonizers and colonized.
 - describes the origins and development of a representative government.
- p) The competent social science teacher understands major social and cultural developments and compares patterns of continuity and change in different regions of the world.
- 1) Knowledge Indicators - The competent social science teacher:
- understands the evolution and distinctive characteristics of major Asian, African, and American pre-Columbian societies and cultures.

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- B) understands the philosophical and cultural legacies of ancient Greece and Rome.
- C) understands the origins, central ideas, and influence of major religious and philosophical traditions such as Buddhism, Islam, Confucianism, Judaism, and Christianity.
- D) understands the culture and ideas of the Medieval, Renaissance, and Reformation periods.
- E) understands the culture and ideals of the modern world since the Age of Enlightenment.
- 2) Performance Indicators - The competent social science teacher:
- describes changing relations among social classes, ethnic groups, religious denominations, and genders.
 - explains the process of cultural diffusion.
 - explains the effect of religious diversity on global society.
 - analyzes the effects of ethnic diversity within a society.
- q) The competent social science teacher understands major scientific, geographic, and economic developments and compares patterns of continuity and change in different parts of the world.
- 1) Knowledge Indicators - The competent social science teacher:
- understands the connections among civilizations accelerated by changing means of transportation and communication.
 - understands the major landmarks in the use of the environment from the Paleolithic period through the transformation from agricultural to industrial societies.
 - understands the effect of technology on the environment.
 - understands the origins and impact of capitalism and other economic systems.
- 2) Performance Indicators - The competent social science teacher:
- describes the connections between transportation and communication and their effects on civilizations throughout the course of world history.
 - describes the progression from hunter-gatherer societies to agricultural and industrial societies.
 - evaluates the effect of technology on the environment over time.
 - describes the effect of globalization of the world economy since 1500 AD.
- r) The competent social science teacher understands major political developments and compares patterns of continuity and change in the United States and the State of Illinois.
- 1) Knowledge Indicators - The competent social science teacher:
- understands the evolution of American democracy, including its ideas, institutions, and practices, from the colonial period to the present.
 - understands the evolution of United States foreign policy and its relationship to domestic affairs and policy.
 - understands the development of political institutions in

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Illinois.

- 2) Performance Indicators - The competent social science teacher:
 - A) describes the origins and development of democracy in the United States.
 - B) explains the emergence of the United States as a world power.
 - C) describes the influence of domestic affairs on foreign policy.
 - D) describes the development of government in Illinois.
- s) The competent social science teacher understands major social and cultural developments and compares patterns of continuity and change in the United States and the State of Illinois.
 - 1) Knowledge Indicators - The competent social science teacher:
 - A) understands the characteristics of migration and settlement of people who came to America from different regions from prehistory to the present.
 - B) understands the importance of family and local history and their relation to the larger context of American development.
 - C) understands the changing character of American society, culture, arts and letters, education, religion, and values.
 - 2) Performance Indicators - The competent social science teacher:
 - A) analyzes migration patterns and movement of people to and within the United States and Illinois.
 - B) identifies examples of continuity and change in American culture, arts and letters, education, religion, and values.
 - C) explains the concept of "e pluribus unum."
- t) The competent social science teacher understands the major scientific, geographic, and economic developments and compares patterns of continuity and change in the United States and the State of Illinois.
 - 1) Knowledge Indicators - The competent social science teacher:
 - A) understands the development of the United States and Illinois economies, including the agricultural, industrial, and service sectors.
 - B) understands the relationship between geography and economic developments.
 - 2) Performance Indicators - The competent social science teacher:
 - A) describes the impact of technological change and urbanization in the United States and Illinois.
 - B) describes the changing role of labor in the United States and Illinois.
 - C) describes the development and impact of capitalism in the United States and Illinois.
 - D) explains the changing role of the United States economy within the global economy.
- u) The competent social science teacher understands geographic representations, tools, and technologies and how to use them to obtain information about people, places, and environments on Earth.

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- 1) Knowledge Indicators - The competent social science teacher:
 - A) understands the use of mental and other maps.
 - B) understands the use of aerial photographs and satellite images.
 - C) understands the advantages and disadvantages of various geographic representations, tools, and technologies.
- 2) Performance Indicators - The competent social science teacher:
 - A) describes ways that mental and other maps influence human decisions about location, settlement, and public policy.
 - B) uses geographic tools and technologies such as aerial photographs and satellite images to pose and answer questions about spatial distributions and patterns on Earth.
 - C) evaluates the application of geographic tools and supporting technologies to solve problems (e.g., urban planning, location of commercial establishments).
- v) The competent social science teacher understands how culture and experience influence human perceptions of people, places, and regions.
 - 1) Knowledge Indicators - The competent social science teacher:
 - A) understands that culture and technology affect perceptions of places and regions.
 - B) understands that places and regions serve as cultural symbols for people.
 - C) understands the relationships between cultural change and changing perceptions of places and regions.
 - 2) Performance Indicators - The competent social science teacher:
 - A) identifies ways culture and technology influence perceptions of places and regions.
 - B) explains how cultural processes (e.g., gender roles, resource use, transportation, and communication) shape the features of places and regions.
 - C) assesses the relationship between cultural change and the perception and use of places and regions.
- w) The competent social science teacher understands the physical and human characteristics of places and regions.
 - 1) Knowledge Indicators - The competent social science teacher:
 - A) understands the elements and types of places and regions.
 - B) understands changes in places and regions over time.
 - C) understands the connections among places and regions.
 - 2) Performance Indicators - The competent social science teacher:
 - A) analyzes human and physical processes to determine their role in the creation of different types of places and regions.
 - B) identifies human and physical changes in places and regions and explains the factors that contribute to those changes.
 - C) explains the significance of connections among places and regions over space and time.
- x) The competent social science teacher understands how physical processes and human activities influence spatial distributions.

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- 1) Knowledge Indicators - The competent social science teacher:
- A) understands the trends and issues in world population patterns.
 - B) understands the impact of human migration on physical and human systems.
 - C) understands that cooperation and conflict influence spatial patterns on Earth.
 - D) understands that physical processes contribute to different spatial distributions.
- 2) Performance Indicators - The competent social science teacher:
- A) analyzes population trends, issues, and patterns.
 - B) explains the causes of, and the spatial patterns that result from, cooperation and conflict among groups and societies.
 - C) explains how human migration affects physical and human systems.
 - D) analyzes different spatial patterns to determine the influence of various physical processes.
- y) The competent social science teacher understands the role of science and technology in the modification of physical and human environments.
- 1) Knowledge Indicators - The competent social science teacher:
- A) understands that human actions coupled with technology result in modifications to the physical environment.
 - B) understands the functions, sizes, and spatial arrangement of human environments (e.g., cities).
 - C) understands the changes affecting physical and human environments.
- 2) Performance Indicators - The competent social science teacher:
- A) explains how technology expands human capability to modify human and physical environments.
 - B) explains the global impact of human action on the physical environment.
 - C) proposes solutions to environmental problems.
- z) The competent social science teacher understands the consequences of global interdependence on spatial patterns.
- 1) Knowledge Indicators - The competent social science teacher:
- A) understands the causes and effects of increased global interdependence.
 - B) understands that the spatial distribution of resources affects the location and distribution of economic activities.
 - C) understands the spatial implications of international economic issues and problems.
- 2) Performance Indicators - The competent social science teacher:
- A) explains the primary causes for and effects of increased global interdependence.
 - B) analyzes how the distribution of resources affects the location of economic activities.
 - C) explains how international economic issues, opportunities,

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- and problems result from increased global interdependence.
- aa) The competent social science teacher understands concepts, terms, and theories related to human behavior and development.
- 1) Knowledge Indicators - The competent social science teacher:
- A) understands basic psychological concepts (e.g., cognition, development, personality).
 - B) understands fundamental theories of learning, motivation, and development.
 - C) understands cognitive, biological, and emotional influences on behavior.
 - D) understands main theories of personality (e.g., psychoanalytic, trait, behaviorism, humanism) and various types of psychological disorders.
- 2) Performance Indicators - The competent social science teacher:
- A) explains how physiology, learning, emotions, and motivation influence behavior.
 - B) applies knowledge of human development to examine physical, cognitive, social, emotional, and moral changes associated with different stages of life.
 - C) applies main concepts of personality theory and psychological disorders to explain behavior.
- bb) The competent social science teacher understands concepts, terms, and theories related to the study of cultures, the structure and organization of human societies, and the process of social interaction.
- 1) Knowledge Indicators - The competent social science teacher:
- A) understands basic sociological and anthropological concepts (e.g., acculturation, ethnocentrism, institutions).
 - B) understands social organization in various time periods (e.g., ancient, pre-industrial, industrial, postindustrial).
 - C) understands the impact of social customs, cultural values, and norms on behavior.
 - D) understands the influence of social class on life decisions.
 - E) understands sociological approaches to conformity and deviancy.
- 2) Performance Indicators - The competent social science teacher:
- A) applies a behavioral science point of view to general social phenomena and specific social situations.
 - B) analyzes interactions among individuals and groups within various social institutions (e.g., educational, religious, military).
 - C) explains the role played by tradition, the arts, and social institutions in the development and transmission of culture.
 - D) analyzes ways in which common values and beliefs develop within societies.
 - E) analyzes conformity and deviancy from a sociological perspective.
- cc) The competent social science teacher understands the process of

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reading and demonstrates instructional abilities to teach reading in the content area of social science.

1) Knowledge Indicators - The competent social science teacher:

- A) understands that the reading process is the construction of meaning through the interactions of the reader's background knowledge and experiences, the information in the text, and the purpose of the reading situation.
 - B) recognizes the relationships among the four language arts (reading, writing, listening, and speaking), and knows how to provide opportunities to integrate these through instruction.
 - C) understands how to design, select, modify, and evaluate materials in terms of the reading needs of the learner.
 - D) understands the importance of and encourages the use of literature for adolescents in the curriculum and for independent reading.
 - E) understands the relationship between oral and silent reading.
 - F) understands the role of subject-area vocabulary in developing reading comprehension.
 - G) understands the importance of the unique study strategies required of the specific content area in developing reading comprehension.
 - H) understands the importance of the relationship between assessment and instruction in planning.
- 2) Performance Indicators - The competent social science teacher:
- A) plans and teaches lessons to help students develop comprehension of content-area materials through instructional practices that include analyzing critically, evaluating sources, and synthesizing and summarizing material.
 - B) plans and teaches lessons on how to monitor comprehension and correct confusions and misunderstandings that arise during reading.
 - C) plans and models use of comprehension strategies before, during, and after reading of text.
 - D) provides opportunities for students to develop content-area vocabulary through instructional practices that develop connections and relationships among words, use of context clues, and understanding of connotative and denotative meaning of words.
 - E) plans and teaches lessons that encourage students to write about the content read in order to improve understanding.
 - F) plans and teaches lessons to help students develop study strategies that include previewing and preparing to read text effectively, recognizing organizational patterns unique to informational text, and using graphic organizers as an aid for recalling information.

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- G) plans and teaches units that require students to carry out research or inquiry using multiple texts, including electronic resources.
- H) provides continuous monitoring of student progress through observations, work samples, and various informal reading assessments.
- I) analyzes and evaluates the quality and appropriateness of instructional materials in terms of readability, content, length, format, illustrations, and other pertinent factors.
- J) promotes the development of an environment that includes classroom libraries that foster reading.

Section 27.210 Economics

In addition to the standards for all social science teachers that are set forth in Section 27.200 of this Part, those who specialize in the teaching of economics shall be required to meet the standards described in this Section.

- a) The competent economics teacher understands economic concepts, terms and theories.
 - 1) Knowledge Indicators - The competent economics teacher:
 - A) understands the difference between positive and normative economics.
 - B) understands the law of increasing opportunity costs.
 - C) understands the characteristics of various economic systems (command, traditional, market, and mixed).
 - D) understands price elasticity.
 - E) understands the impact of transaction costs.
 - F) understands that market failures affect economic decision-making.
 - G) understands the theory of comparative advantage.
 - H) understands that changes in supply or demand cause relative changes in price.
 - I) understands that economic decisions may have unintended consequences.
 - J) understands the role of interest rates in economic decision-making.
 - K) understands economic theories that have influenced economic systems, both past and contemporary.
 - 2) Performance Indicators - The competent economics teacher:
 - A) demonstrates the difference between analyzing economic realities and predicting economic outcomes.
 - B) uses charts and graphs to explain and analyze production possibilities.
 - C) analyzes the extent to which various economic systems and national economies rely on government directives and/or private markets to allocate scarce resources.
 - D) analyzes the relationship between price elasticity and consumer decisions.

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- E) computes elasticity of demand and supply.
 F) explains how transaction costs affect overall production costs and prices.
 G) explains how positive and negative externalities may result in over- or under-production of goods and services.
 H) analyzes the role of public goods and services.
 I) applies the theory of comparative advantage to an analysis of benefits of trade.
 J) describes how price floors and price ceilings may distort price signals to producers and consumers.
 K) explains non-price determinants of supply and demand.
 L) examines the economic effects of government policies.
 M) explains the difference between nominal and real interest rates.
 N) analyzes how savings, investment, and consumer decisions are related to changes in interest rates.
 O) analyzes theories of past and present economists (e.g., Smith, Marx, Keynes, Friedman).
- b) The competent economics teacher understands economic structures and processes.
- 1) Knowledge Indicators - The competent economics teacher:
- A) understands the role of self-interest in competitive markets.
 B) understands that people respond to incentives in order to allocate scarce resources in ways that provide them with the highest possible returns.
 C) understands various market structures (monopoly, oligopoly, perfect competition, monopolistic competition).
 D) understands the components of gross domestic product.
 E) understands different methods for classifying income distribution.
 F) understands the causes and effects of unemployment.
 G) understands the causes and effects of inflation.
- 2) Performance Indicators - The competent economics teacher:
- A) explains that profit maximization occurs when marginal benefits exceed marginal costs.
 B) describes the factors that encourage competition (e.g., ease of entry, availability of consumer information, quantity of substitute goods and services).
 C) demonstrates how technology and entrepreneurship affect competition, choice, and prices.
 D) applies game theory to analyze how collusion reduces competition in a market.
 E) demonstrates the limitations of gross domestic product as a reflection of a society's standard of living.
 F) describes how gross domestic product, technology, public policy, and supply and demand in the labor market can influence personal income.

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- G) explains the difference between personal income distribution and functional income distribution.
 H) compares and contrasts frictional, structural, cyclical, and seasonal unemployment.
 I) explains that the costs of inflation are different for different groups of people.
- c) The competent economics teacher understands the components and operation of the United States economy.
- 1) Knowledge Indicators - The competent economics teacher:
- A) understands the characteristics of a market economy.
 B) understands the components of fiscal policy.
 C) understands the tools of monetary policy.
 D) understands the effects of incorporation on investment and economies of scale.
 E) understands the components of money supply.
 F) understands the role of government in the transfer of income.
 G) understands the applications of economic indicators.
 H) understands the difference between a budget deficit and the national debt.
- 2) Performance Indicators - The competent economics teacher:
- A) explains the importance of property rights, contract enforcement, standards for weights and measures, and liability rules in providing incentives for production.
 B) examines the impact of public policy decisions on prices, job opportunities, and profits.
 C) analyzes the impacts of taxes and government spending on economic growth and stability.
 D) analyzes the impacts of interest rates and money supply on economic growth and stability.
 E) explains the role of the Federal Reserve in determining monetary policy.
 F) compares the tools of monetary policy (e.g., purchases and sales of government securities, changes in the discount rate, increases or decreases in the reserve requirement).
 G) analyzes the effects of government transfers of income (e.g., Social Security, Temporary Aid to Needy Families).
 H) analyzes the relationship between economic indicators (e.g., unemployment claims, stock prices, money supply, changes in inventories, personal income, orders for new equipment) and economic decisions.
 I) examines the impact of economic growth.
 J) explains that when the government runs a budget deficit, it must borrow to finance that deficit.
 K) analyzes the impact of continuing national debt on economic growth and stability.
- d) The competent economics teacher understands global economic interdependence.

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- 1) Knowledge Indicators - The competent economics teacher:
 - A) understands that differences in the availability of resources affect international trade.
 - B) understands the impact of exchange rates on economic decision-making.
 - C) understands the effect of public policy decisions (e.g., incentives and subsidies or quotas and other trade barriers) on the exercise of free trade.
 - D) understands that the theory of comparative advantage affects nations' decisions to trade.
 - E) understands the role of international economic structures.
- 2) Performance Indicators - The competent economics teacher:
 - A) compares and contrasts global resource allocation.
 - B) analyzes the impact of production costs (e.g., labor, taxes, materials) on global prices.
 - C) computes the cost of U.S. goods and services in other countries.
 - D) computes the dollar cost of goods and services produced in other countries.
 - E) analyzes the costs and benefits (to citizens of the U.S. and other countries) of public policy decisions made in the United States and in other countries.
 - F) calculates benefits of trade.
 - G) evaluates decisions by international economic structures (e.g., World Bank, International Monetary Fund, European Union).

Section 27.220 Geography

In addition to the standards for all social science teachers that are set forth in Section 27.200 of this Part, those who specialize in the teaching of geography shall be required to meet the standards described in this Section.

- a) The competent geography teacher understands how to use maps and other geographic representations, tools, and technologies to acquire and use information about people, places, and environments on Earth.
 - 1) Knowledge Indicators - The competent geography teacher:
 - A) understands how to use maps and other graphic representations to depict geographic problems.
 - B) understands how to use technologies to represent and interpret Earth's physical and human systems.
 - C) understands how to use geographic representations and tools to analyze, explain, and solve geographic problems.
 - 2) Performance Indicators - The competent geography teacher:
 - A) produces, interprets, and evaluates maps and other graphic representations to solve geographic problems.
 - B) uses maps and other geographic representations to analyze world events and suggest solutions to world problems.
 - C) uses geographic tools and technologies to pose and answer

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- D) questions about spatial distributions and patterns on Earth.
 - 1) uses technologies (e.g., satellite images, aerial photographs, Geographic Information Systems, Global Positioning Systems) to represent, interpret, and analyze Earth's physical and human systems.
- b) The competent geography teacher is able to use mental maps to organize information about people, places, and environments in a spatial context.
 - 1) Knowledge Indicators - The competent geography teacher:
 - A) understands how to use mental maps of physical and human features of the world to answer complex geographic questions.
 - B) understands how mental maps reflect the human perception of places.
 - C) understands how mental maps influence spatial and environmental decision-making.
 - 2) Performance Indicators - The competent geography teacher:
 - A) uses mental maps to analyze physical and human systems and answer complex geographic questions.
 - B) identifies the ways in which mental maps influence human decisions about location, settlement, and public policy.
 - C) analyzes ways in which people's mental maps reflect an individual's attitudes toward places.
 - D) explains how mental maps influence spatial and environmental decision-making.
- c) The competent geography teacher is able to analyze spatial information about people, places, and environments on Earth's surface.
 - 1) Knowledge Indicators - The competent geography teacher:
 - A) understands the generalizations that describe and explain spatial interaction.
 - B) understands the models that describe patterns of spatial organization.
 - C) understands the spatial behavior of people.
 - D) understands how to apply concepts and models of spatial organization to make decisions.
 - 2) Performance Indicators - The competent geography teacher:
 - A) applies concepts of spatial interaction (e.g., complementarity, intervening opportunities, distance decay, connections) to account for patterns of movement on Earth.
 - B) analyzes and explains patterns of land use in urban, suburban, and rural areas using terms such as distance, accessibility, and connections.
 - C) uses models of spatial organization to analyze relationships in and between places.
 - D) applies concepts and models of spatial organization to make decisions.
- d) The competent geography teacher understands the physical and human characteristics of places.

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- 1) Knowledge Indicators - The competent geography teacher:
- understands the meaning and significance of places.
 - understands the changing physical and human characteristics of places.
 - understands how relationships between humans and the physical environment lead to the formation of places and to a sense of personal and community identity.
- 2) Performance Indicators - The competent geography teacher:
- describes and interprets physical processes that shape places.
 - explains how social, cultural, and economic processes shape the features of places.
 - analyzes how technology shapes the physical and human characteristics of places.
 - evaluates how humans interact with physical environments to form places.
- e) The competent geography teacher understands the concept of regions and how regions are used to interpret Earth's complexity.
- 1) Knowledge Indicators - The competent geography teacher:
- understands how multiple criteria can be used to define a region.
 - understands the structure of regional systems.
 - understands the ways in which physical and human regional systems are interconnected.
- 2) Performance Indicators - The competent geography teacher:
- identifies and explains the changing criteria that are used to define regions.
 - analyzes the connections and interactions within and among the parts of regional systems to develop solutions to spatial problems.
 - analyzes places and regions in different time periods to identify human and physical changes and to explain the factors that have contributed to those changes.
 - analyzes regional systems and alliances (e.g., newspaper circulation, airline service areas, European Union) to explain how they are interconnected and to determine their spatial impact (e.g., movement of people and goods in Europe).
 - explains how the regionalization process is used to analyze geographic issues (e.g., locating a new shopping center).
- f) The competent geography teacher understands how culture and experience influence people's perceptions of places and regions.
- 1) Knowledge Indicators - The competent geography teacher:
- understands why places and regions serve as symbols for individuals and society.
 - understands why different groups of people within a society view places and regions differently.
 - understands how changing perceptions of places and regions

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- reflect cultural change.
- 2) Performance Indicators - The competent geography teacher:
- evaluates the characteristics of places and regions from a variety of points of view.
 - explains how technology affects the ways in which cultural groups perceive and use places and regions.
 - analyzes human perceptions of people, places, and regions to determine the impact of different cultures and experiences.
 - explains why places and regions are important to individual human identity and as symbols for unifying or fragmenting society.
 - analyzes the ways in which people's changing views of places and regions reflect cultural change.
 - explains how human experiences (e.g., wedding customs, funerals, social functions) in various places and regions of the world may be interpreted differently by different cultural groups.
- g) The competent geography teacher understands the physical processes that shape the patterns of Earth's surface.
- 1) Knowledge Indicators - The competent geography teacher:
- understands the dynamics of the four basic components of Earth's physical systems: the atmosphere, biosphere, lithosphere, and hydrosphere.
 - understands the interaction of Earth's physical systems.
 - understands the spatial variation in the consequences of physical processes across Earth's surface.
- 2) Performance Indicators - The competent geography teacher:
- analyzes physical processes to identify and explain spatial patterns in the physical environment.
 - analyzes regions of Illinois, the United States, and the world to determine how they have been shaped by different physical processes.
 - explains how earth-sun relationships affect Earth's physical processes and create physical patterns.
 - predicts the consequences of a specific physical process operating on Earth's surface.
 - explains the ways in which Earth's physical processes are dynamic and interactive.
- h) The competent geography teacher understands the characteristics and spatial distribution of ecosystems on Earth's surface.
- 1) Knowledge Indicators - The competent geography teacher:
- understands the distribution and characteristics of ecosystems.
 - understands the bio-diversity and productivity of ecosystems.
 - understands the importance of ecosystems in people's understanding of environmental issues.
- 2) Performance Indicators - The competent geography teacher:

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- A) analyzes the distribution of ecosystems by interpreting relationships between soil, climate, and plant and animal life.
- B) evaluates the concept of ecosystems to understand and solve problems regarding environmental issues.
- C) explains the spatial distribution of ecosystems from local to global scales.
- D) identifies and explains how knowledge of ecosystems informs human decisions about environmental issues.
- i) The competent geography teacher understands the characteristics, distribution, and migration of human populations on Earth's surface.
- 1) Knowledge Indicators - The competent geography teacher:
- A) understands trends in world population numbers and patterns.
- B) understands the impact of human migration on physical and human systems.
- C) understands the reasons for spatial variations in population distribution.
- D) understands the types and historical patterns of human migration.
- 2) Performance Indicators - The competent geography teacher:
- A) predicts trends in the spatial distribution of human population on Earth.
- B) analyzes population issues and proposes probable solutions to population problems.
- C) explains the economic, political, and social factors that contribute to human migration.
- D) evaluates the impact of human migration on physical and human systems.
- j) The competent geography teacher understands the characteristics, distribution, and complexity of Earth's cultural mosaics.
- 1) Knowledge Indicators - The competent geography teacher:
- A) understands the spatial distribution of culture at different scales, local to global.
- B) understands the spatial characteristics of the processes of cultural convergence and divergence.
- C) understands how cultures shape the character of a region.
- 2) Performance Indicators - The competent geography teacher:
- A) explains the spatial processes of cultural convergence and divergence.
- B) describes and explains the significance of patterns of cultural diffusion in the creation of Earth's varied cultural mosaics.
- C) identifies and explains how different communities, including those affected by migrant populations, reflect the cultural background of their inhabitants.
- D) analyzes how culture influences the characteristics of regions.
- k) The competent geography teacher understands the patterns and networks

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of economic interdependence on Earth's surface.

- 1) Knowledge Indicators - The competent geography teacher:
- A) understands the classification, characteristics, and spatial distribution of economic systems.
- B) understands how places of various size function as centers of economic activity.
- C) understands the increasing economic interdependence of the world's countries.
- D) understands the geographic causes and consequences of world trade.
- 2) Performance Indicators - The competent geography teacher:
- A) classifies and describes the spatial distribution of major economic systems and evaluates their relative merits in terms of productivity and the social welfare of workers.
- B) identifies and evaluates the spatial aspect of economic systems, e.g., market areas around major business establishments.
- C) analyzes and evaluates international economic issues from a spatial point of view.
- D) identifies and explains the primary geographic causes for world trade.
- l) The competent geography teacher understands the processes, patterns, and functions of human settlement.
- 1) Knowledge Indicators - The competent geography teacher:
- A) understands the functions and internal structure of cities.
- B) understands the differing characteristics of settlements in developing and developed countries.
- C) understands the processes that change the function and internal structure of cities.
- D) understands the evolving forms of present-day urban areas.
- 2) Performance Indicators - The competent geography teacher:
- A) analyzes the functions, internal structure, and shape of cities in Illinois, the United States, and the world.
- B) analyzes the characteristics of urban settlements in developing and developed countries.
- C) evaluates the physical and human impacts of emerging urban forms (e.g., edge cities, metropolitan corridors, megalopoli) in Illinois, the United States, and the world.
- D) explains the causes and consequences of urbanization in Illinois, the United States, and the world.
- E) describes the nature, causes, and spatial impact of change in urban areas.
- m) The competent geography teacher understands how the forces of cooperation and conflict among people influence the division and control of Earth's surface.
- 1) Knowledge Indicators - The competent geography teacher:
- A) understands why and how cooperation and conflict are involved in shaping the distribution of social, political,

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- and economic spaces on Earth.
- B) understands the divisions on Earth's surface at different scales, local to global.
- 2) Performance Indicators - The competent geography teacher:
- A) analyzes how cooperation and conflict influence the development and control of social, political, and economic entities on Earth.
- B) explains why people cooperate but also engage in conflict to control Earth's surface.
- C) analyzes divisions on Earth's surface at different scales to identify examples of similar uses of political space at local, State, national, and international levels.
- n) The competent geography teacher understands how human actions modify the physical environment.
- 1) Knowledge Indicators - The competent geography teacher:
- A) understands the role of technology in the capacity of the physical environment to accommodate human modification.
- B) understands the significance of the global impacts of human modification of the physical environment.
- C) understands how to apply appropriate models and information to understand environmental problems.
- 2) Performance Indicators - The competent geography teacher:
- A) evaluates the ways in which technology has expanded the human capability to modify the physical environment.
- B) analyzes and develops possible solutions to scenarios of environmental change induced by human modification of the physical environment.
- C) analyzes and evaluates the global impacts of human changes in the physical environment.
- o) The competent geography teacher understands how physical systems affect human systems.
- 1) Knowledge Indicators - The competent geography teacher:
- A) understands how changes in the physical environment can diminish its capacity to support human activity.
- B) understands how different physical environments provide opportunities for or place constraints on human activities.
- C) understands how natural hazards affect human spatial activities.
- 2) Performance Indicators - The competent geography teacher:
- A) analyzes examples of changes in the physical environment that have reduced the capacity of the environment to support human activity.
- B) explains how the characteristics of different physical environments affect human activity in Illinois, the United States, and the world.
- C) describes the effects of natural hazards on human systems in Illinois, the United States and the world.
- p) The competent geography teacher understands the changes that occur in

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- the meaning, use, distribution, and importance of resources.
- 1) Knowledge Indicators - The competent geography teacher:
- A) understands how the spatial distribution of resources affects patterns of human settlement.
- B) understands how resource development and use change over time.
- C) understands the geographic results of policies and programs for resource use and management.
- 2) Performance Indicators - The competent geography teacher:
- A) analyzes the relationships between the spatial distribution of settlement and resources.
- B) explains the relationship between resources and the exploration, colonization, and settlement of different regions of the world.
- C) evaluates policy decisions regarding the use of resources in different regions of the United States and the world.
- D) evaluates policies and programs related to the use of resources in different regions of the United States and the world.
- q) The competent geography teacher is able to apply geography to interpret the past and present and to plan for the future.
- 1) Knowledge Indicators - The competent geography teacher:
- A) understands the processes of spatial change over time.
- B) understands how to derive solutions to local and regional problems that have a spatial dimension.
- C) understands the interaction between physical and human systems that have led to current conditions on Earth.
- D) understands multiple points of view with respect to contemporary geographic issues.
- E) understands how to use geographic questions in past, present, and future contexts.
- F) understands how to use the Five Themes of Geography to study Earth and its people.
- 2) Performance Indicators - The competent geography teacher:
- A) explains how the processes of spatial change (e.g., the spatial diffusion of a phenomenon such as the bubonic plague or the diffusion of tobacco use) have affected United States and world history.
- B) proposes plans to solve local and regional problems that have spatial dimensions (e.g., safeguarding people and property during natural disasters, solving mass-transit problems, deciding where to locate new commercial establishments).
- C) analyzes the interaction between physical and human systems to understand possible causes and effects of current conditions on Earth.
- D) integrates multiple points of view to analyze and evaluate contemporary geographic issues.

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- E) asks and answers geographic questions and acquires, organizes, and analyzes geographic information about past, present, and future events.
- F) uses the Five Themes of Geography to develop different approaches to the study of Earth and its people.

Section 27.230 History

In addition to the standards for all social science teachers that are set forth in Section 27.200 of this Part, those who specialize in the teaching of history shall be required to meet the standards described in this Section.

- a) The competent history teacher understands major trends, key turning points, and the roles of influential individuals and groups in United States history from the colonial era through the growth of the American republic.

1) Knowledge Indicators - The competent history teacher:

- A) understands the interaction of European and Native American societies through the mid-19th century.
- B) understands the development of political, religious, and socioeconomic institutions in the American colonies.
- C) understands the role of the American Revolution in the development of United States society.
- D) understands the impact of the industrial revolution, the institution of slavery, and westward expansion on regional and national development.

2) Performance Indicators - The competent history teacher:

- A) identifies political ideas that influenced the development of U.S. constitutional government.
- B) assesses factors that contributed to the Age of Exploration and evaluates the consequences of the Columbian Exchange.
- C) explains the social, economic, and political tensions that led to the American Revolution.
- D) explains the factors that accounted for the differences between societies in New England, the mid-Atlantic, and the lower South.
- E) explains the effect of the revolution on social, political, and economic relations in the new nation.
- F) explains the evolution of the two-party system.

- b) The competent history teacher understands major trends, key turning points, and the roles of influential individuals and groups in United States history from the Civil War through World War I.

1) Knowledge Indicators - The competent history teacher:

- A) understands events that contributed to the U.S. Civil War.
- B) understands the role of reconstruction in rebuilding the nation.
- C) understands the role of big business in the transformation of U.S. society in the late 19th century.
- D) understands the influences of Populism and Progressivism on

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- U.S. society in the late 19th and early 20th centuries.
- E) understands the composition and significance of late 19th century immigration.
- F) understands the role of the U.S. in world affairs through World War I.

2) Performance Indicators - The competent history teacher:

- A) explains the effects of the Civil War on U.S. society.
- B) evaluates reconstruction policies and their impact on U.S. society.
- C) identifies the effects of industrialization and urbanization on the U.S.
- D) traces the patterns of immigration settlement in different regions of the country.
- E) describes the obstacles, opportunities, and contributions of immigrants.
- F) assesses the relationship between business and labor.
- G) explains the political, social, cultural, and economic contributions of Populism and Progressivism.
- H) explains the causes of World War I and the reasons for U.S. involvement in the war.

- c) The competent history teacher understands major trends, key turning points, and the roles of influential individuals and groups in United States history in the twentieth century and beyond.

1) Knowledge Indicators - The competent history teacher:

- A) understands the effects of the Great Depression on the United States.
- B) understands the relationship between the New Deal and the development of welfare policies after 1932.
- C) understands the origins of World War II and of U.S. involvement in the war.
- D) understands the social transformation of the post-war United States.
- E) understands the origins of the Cold War and its impact on the United States.
- F) understands the significance of landmark events in foreign and domestic policies since 1945.
- G) understands United States involvement in the Vietnam War.

2) Performance Indicators - The competent history teacher:

- A) evaluates the causes of the Great Depression and its impact on the United States.
- B) explains reasons for U.S. participation in World War II.
- C) evaluates the role of the United States in World War II and the impact of the war on the United States.
- D) explains the origins of the Cold War and its impact on the United States.
- E) identifies the origins and the course of post-1945 social movements, particularly the Civil Rights Movement.
- F) explains the relationship between U.S. domestic and foreign

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- policies in the 20th century.
- G) assesses the U.S. military engagement in Vietnam and its effect on the United States.
- d) The competent history teacher understands major trends, key turning points, and the roles of influential individuals and groups in world history from prehistory to the Age of Exploration.
- 1) Knowledge Indicators - The competent history teacher:
- understands the transition from prehistory to early civilizations, including non-western empires and tropical civilizations.
 - understands the development of classical civilizations from 1000 BC to 500 AD.
 - understands the fragmentation and interaction of civilizations from 500 to 1000 AD.
 - understands the centralization of power in different regions from 1000 to 1500 AD.
- 2) Performance Indicators - The competent history teacher:
- describes the populating of major world regions by human communities.
 - identifies and compares centralized and decentralized states.
 - explains the major achievements of Greek and Roman civilizations.
 - identifies factors contributing to the break-up of the Roman Empire.
 - explains the role of feudalism in the growth of European monarchies and city states.
 - describes major political, social, and economic developments in non-western states.
- e) The competent history teacher understands major trends, key turning points, and the roles of influential individuals and groups in world history from the Age of Exploration to the present.
- 1) Knowledge Indicators - The competent history teacher:
- understands cultural encounters, global change, and revolution from 1450 to 1850.
 - understands imperialism and its effects from 1850 to 1914.
 - understands the ideas, institutions, and cultural legacies of the twentieth century.
 - understands the causes and courses of the world wars.
 - understands the motivations and effects of decolonization.
- 2) Performance Indicators - The competent history teacher:
- describes the origins and consequences of encounters between Europeans and peoples of Africa, Asia, and the Americas.
 - identifies the cultural and religious significance of the scientific revolution.
 - describes the relationship between political and industrial revolutions on social and cultural change.
 - explains the causes and effects of European, American, and

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- Asian imperial expansion.
- describes the causes and consequences of 20th century wars.
 - describes the causes and global consequences of economic development.
 - describes the causes and consequences of the Holocaust.
 - describes the independence movements related to decolonization.
- f) The competent history teacher understands major trends, key turning points, and the roles of influential individuals and groups in the State of Illinois from the colonial era to the present.
- 1) Knowledge Indicators - The competent history teacher:
- understands the evolution of political ideas, institutions, and practices and their role in Illinois.
 - understands the influence of geography, technology, agriculture, urbanization, industry, and labor on the development of the Illinois economy.
 - understands the effects of migration of people and cultures and several religious traditions that have shaped Illinois.
 - understands the roles of family and local history in their relation to the larger context of U.S. and global history.
- 2) Performance Indicators - The competent history teacher:
- describes the development of political ideas, institutions, and practices in Illinois.
 - traces the development of the Illinois economy.
 - assesses the impact of cultural migration and religious traditions on Illinois.
 - relates Illinois family and local history to U.S. and world history.
- g) The competent history teacher understands comparative history.
- 1) Knowledge Indicators - The competent history teacher:
- understands methods of comparative history.
 - understands effects of broad historical developments (e.g., industrialization, modernization, imperialism, globalization) on diverse cultures.
 - understands different meanings and implications of broad historical developments on diverse cultures.
 - understands differences and similarities from one generation to the next within the same culture.
- 2) Performance Indicators - The competent history teacher:
- identifies similarities and differences within and between cultures.
 - evaluates the impact of broad historical developments on diverse cultures.
 - assesses the different meanings and implications of historical developments on diverse cultures.
 - describes continuities and changes within and among generations.
- h) The competent history teacher understands the major interpretations in

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the field of history.

- 1) Knowledge Indicators - The competent history teacher:
 - A) understands the various and changing definitions of history.
 - B) understands the origins and interpretative frameworks of significant theories of history.
 - C) understands the tentative nature of historical interpretation.
- 2) Performance Indicators - The competent history teacher:
 - A) differentiates among and evaluates various definitions of history.
 - B) employs and assesses interpretive frameworks in analyzing historical events.
 - C) evaluates major debates among historians.

Section 27.240 Political Science

In addition to the standards for all social science teachers that are set forth in Section 27.200 of this Part, those who specialize in the teaching of political science shall be required to meet the standards described in this Section.

- a) The competent political science teacher understands the scope and major issues in the academic discipline of political science.
 - 1) Knowledge Indicators - The competent political science teacher:
 - A) understands the major subjects of study in political science (e.g., constitutional law, political history, political philosophy, and political sociology).
 - B) understands the ideas and impact of major figures in the history of political philosophy (e.g., Aristotle, Locke, Madison, Marx, Mill).
 - 2) Performance Indicators - The competent political science teacher:
 - A) explains the multiple perspectives associated with political philosophy.
 - B) demonstrates political science skills (e.g., opinion measurement, issue analysis, and constitutional interpretation).
- b) The competent political science teacher understands the essential elements of various political systems.
 - 1) Knowledge Indicators - The competent political science teacher:
 - A) understands the development of democratic, authoritarian, and totalitarian systems, with an emphasis on the 20th century.
 - B) understands the similarities and differences between the United States political system and those of other nations.
 - 2) Performance Indicators - The competent political science teacher:
 - A) explains the nature and purpose of constitutions in various democratic, authoritarian, and totalitarian political systems.
 - B) evaluates the arguments regarding the strengths and

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- c) The competent political science teacher understands the development of the United States and Illinois Constitutions.
 - 1) Knowledge Indicators - The competent political science teacher:
 - A) understands amendments and other developments since the ratification of the United States Constitution and Bill of Rights affecting basic principles (e.g., separation of power, judicial review, federalism, selection of officials, and the rights of persons).
 - B) understands amendments and other developments since the ratification of the Illinois Constitution.
 - 2) Performance Indicators - The competent political science teacher:
 - A) explains the historic background, political principles, major events, basic issues, and significant individuals associated with the writing and ratification of the United States Constitution.
 - B) explains the changes made in the Illinois Constitution in 1970.
- d) The competent political science teacher understands the organization and functions of government at the national, State, and local levels.
 - 1) Knowledge Indicators - The competent political science teacher:
 - A) understands the organization and financing of governmental functions at local, State, and national levels.
 - B) understands the sharing of governmental functions between the various levels of government by means of intergovernmental relations.
 - C) understands the organization and function of courts at all levels.
 - 2) Performance Indicators - The competent political science teacher:
 - A) analyzes the role of government in the society and the economy.
 - B) identifies important events that changed significantly the regulatory, welfare, and other functions of government.
 - C) analyzes the impact of court rulings on local, State, and national governments.
- e) The competent political science teacher understands the elements that shape public policy in the United States and other nations.
 - 1) Knowledge Indicators - The competent political science teacher:
 - A) understands governmental agencies' role in implementing and developing public policy.
 - B) understands the multiple roles of the president of the United States and State governors and the role of heads of government in other countries in setting policy.
 - C) understands the policy-setting role of legislatures and their committees in the United States in contrast to other countries.
 - D) understands the policy role of courts in the United States in contrast with the role of courts in other countries.

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- E) understands the influence of active citizens, interest groups, and political partisans on formation of public policy.
- F) understands the influence of public opinion and the mass media in the development of public policy.
- 2) Performance Indicators - The competent political science teacher:
- A) analyzes the influence of individuals and groups on the formation and implementation of public policy.
 - B) evaluates the shaping of public policy in terms of basic principles (e.g., representation, democracy, and public interest).
- f) The competent political science teacher understands political parties, civic participation, and the electoral process in the United States.
- 1) Knowledge Indicators - The competent political science teacher:
 - A) understands the history of political parties.
 - B) understands the laws affecting registration and voting, organization of political parties, and campaign finance.
 - C) understands the opportunities for participation in government and politics (e.g., political parties, campaigns, and involvement in groups concerned with public policy).
 - 2) Performance Indicators - The competent political science teacher:
 - A) evaluates motivations for participation and non-participation in civic affairs.
 - B) identifies important events, groups, and individuals in the evolution of American political parties.
- g) The competent political science teacher understands the rule of law and the rights and responsibilities of citizens.
- 1) Knowledge Indicators - The competent political science teacher:
 - A) understands the degree to which citizens' rights have been expanded over time by constitutional means.
 - B) understands the categories of the law (e.g., common, civil, and criminal).
 - C) understands landmark documents and events in the development of the rule of law.
 - 2) Performance Indicators - The competent political science teacher:
 - A) identifies ways a competent, responsible citizen functions in a democratic society.
 - B) analyzes historic and current issues regarding the balance between rights and responsibilities, and between personal freedom and community needs and laws.
- h) The competent political science teacher understands international relations and organizations and America's global connections.
- 1) Knowledge Indicators - The competent political science teacher:
 - A) understands international organizations and American involvement with them.
 - B) understands the influence of national political systems and domestic politics on foreign policy with an emphasis on the United States.

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- 2) Performance Indicators - The competent political science teacher:
- A) analyzes the conditions, actions, and motivations that contribute to conflict and cooperation among nations.
 - B) identifies major events in the emergence of the United States as a world leader.

Section 27.250 Psychology

In addition to the standards for all social science teachers that are set forth in Section 27.200 of this Part, those who specialize in the teaching of psychology shall be required to meet the standards described in this Section.

- a) The competent psychology teacher understands the various concepts related to human development.
- 1) Knowledge Indicator - The competent psychology teacher understands commonly accepted theories related to cognitive, emotional, and social development.
 - 2) Performance Indicators - The competent psychology teacher:
 - A) analyzes the interrelationship among theories of development (e.g., cognitive, emotional, and social).
 - B) explains and applies theories of cognitive, emotional, and social development.
- b) The competent psychology teacher understands and applies ideas associated with mental and emotional health.
- 1) Knowledge Indicators - The competent psychology teacher:
 - A) understands factors that contribute to and damage one's mental health.
 - B) understands various treatments of disorders.
 - 2) Performance Indicator - The competent psychology teacher analyzes issues related to mental health and behavioral disorders in contemporary society.
- c) The competent psychology teacher understands personality theory from a variety of perspectives.
- 1) Knowledge Indicators - The competent psychology teacher:
 - A) understands factors associated with the construction, revision, and development of a self-concept and identity.
 - B) understands how families, groups, peers, and communities contribute to the development of self and identity.
 - C) understands the role of perception, attitude, values, and beliefs in the development of self and identity.
 - 2) Performance Indicator - The competent psychology teacher analyzes the impact of forces on the development of self and identity (e.g., family, peer group, values, beliefs).
- d) The competent psychology teacher understands the relationship between physiology and human behavior.
- 1) Knowledge Indicator - The competent psychology teacher understands the relationship between physiology, thinking, memory, perception, personality, development, and behavior.
 - 2) Performance Indicator - The competent psychology teacher analyzes

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issues related to how nature and nurture contribute to personality and behavior.

- e) The competent psychology teacher understands theories and concepts related to explaining individual differences.

1) Knowledge Indicators - The competent psychology teacher:

- A) understands how individual differences are influenced by different stages of life and through personal and environmental situations.

B) understands factors associated with personality and individual differences.

C) understands factors associated with human adjustment and coping behaviors in various situations.

2) Performance Indicator - The competent psychology teacher analyzes individual differences based on psychological theories and concepts.

- f) The competent psychology teacher understands various methods of classifying, assessing, and interpreting personality.

1) Knowledge Indicator - The competent psychology teacher understands the various tools used to describe, classify, assess, and interpret personality.

2) Performance Indicator - The competent psychology teacher explains various tools used to describe, classify, assess, and interpret personality.

- g) The competent psychology teacher understands the relationships between the individual and the group.

1) Knowledge Indicators - The competent psychology teacher:

A) understands how situations, places, time, events, and social/cultural environments influence individual behavior.

B) understands how individual behavior influences situations, places, time, events, and social/cultural environments.

2) Performance Indicator - The competent psychology teacher creates situations illustrating the relationships between the individual and the group.

Section 27.260 Sociology and Anthropology

In addition to the standards for all social science teachers that are set forth in Section 27.200 of this Part, those who specialize in the teaching of sociology and anthropology shall be required to meet the standards described in this Section.

- a) The competent sociology and anthropology teacher understands culture and cultural diversity.

1) Knowledge Indicators - The competent sociology and anthropology teacher:

A) understands the ways groups, societies, and cultures address human needs and concerns.

B) understands how data and experiences may be interpreted by people from diverse cultural perspectives and frames of

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reference.

- C) understands societal patterns for preserving and transmitting culture while adapting to environmental and social change.

D) understands the importance of cultural unity and diversity within and across groups.

E) understands specific cultural responses to persistent human issues.

F) understands the ways in which science and technology influence central societal values, beliefs, and attitudes and how societal attitudes shape scientific and technological change.

G) understands societal changes resulting from science and new technologies.

2) Performance Indicators - The competent sociology and anthropology teacher:

A) explains the functions and interactions of language, literature, the arts, traditions, beliefs and values, and behavior patterns.

B) interprets patterns of behavior reflecting values and attitudes that contribute or pose obstacles to cross-cultural understanding.

- b) The competent sociology and anthropology teacher understands individual development and identity.

1) Knowledge Indicators - The competent sociology and anthropology teacher:

A) understands the ways cultural influences contribute to the sense of self (e.g., religion, gender, ethnicity, socioeconomic status).

B) understands the interactions of ethnic, national, or cultural influences in specific situations or events.

2) Performance Indicator - The competent sociology and anthropology teacher evaluates the impact of stereotyping, conformity, altruism, and other behaviors on individuals and groups.

- c) The competent sociology and anthropology teacher understands groups and institutions.

1) Knowledge Indicators - The competent sociology and anthropology teacher:

A) understands the concepts of role, status, and social class.

B) understands sociological theories related to the formation, types, and stages of social movements.

C) understands major sociological theoretical perspectives (e.g., structural-functional, conflict, symbolic interactionist).

2) Performance Indicators - The competent sociology and anthropology teacher:

A) analyzes group and institutional influences on people, events, and elements of culture in a variety of settings.

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- B) explains the various forms institutions take and how they develop and change.
- C) analyzes how groups and institutions meet individual and societal needs.
- d) The competent sociology and anthropology teacher understands social inequities.
- 1) Knowledge Indicator - The competent sociology and anthropology teacher understands relationships of social class, group relations, gender, race, ethnicity, and age to social inequities.
 - 2) Performance Indicator - The competent sociology and anthropology teacher explains and applies ideas, theories, and modes of inquiry drawn from anthropology and sociology in the examination of persistent issues and social problems.
- e) The competent sociology and anthropology teacher understands cultural conformity and deviancy.
- 1) Knowledge Indicators - The competent sociology and anthropology teacher:
 - A) understands the sociological approach to explaining deviancy.
 - B) understands sociological theories used to explain deviancy.
 - 2) Performance Indicators - The competent sociology and anthropology teacher:
 - A) assists learners in identifying and analyzing examples of tensions between expressions of individuality and efforts used to promote social conformity by groups and institutions (family, religion, government).
 - B) explores the relationship between inequity and deviancy.
- f) The competent sociology and anthropology teacher understands major principles of anthropology.
- 1) Knowledge Indicators 96 The competent sociology and anthropology teacher:
 - A) understands the cultural developments of prehistoric people, the influences of ancient civilizations on modern cultures, and the cultural differences among nations.
 - B) understands ways in which cultures determine groupings (age, class, voluntary family and kinship systems).
 - 2) Performance Indicators - The competent sociology and anthropology teacher:
 - A) explains ways culture organizes family and kinship.
 - B) explains how technology, environment, religion, art, and culture have affected personality and behavior.

Section 27.270 Physical Education

- a) The competent physical education teacher applies principles of health-related fitness and training.
- 1) Knowledge Indicators - The competent physical education teacher:
 - A) understands major principles, concepts, assumptions, and

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- misconceptions of health-related physical fitness and training.
- B) explains principles and applications of the components of health-related fitness.
 - C) identifies concepts of health-related fitness and how to incorporate them into various physical activities.
 - D) names and describes organic, skeletal, and neuromuscular structures of the human body, how these systems adapt to physical activity, and how they contribute to health-related fitness.
- 2) Performance Indicators - The competent physical education teacher:
 - A) describes and applies health-related fitness concepts and principles to physical activity.
 - B) identifies program elements for health-related fitness and develops an appropriate curriculum.
 - C) evaluates the effects of conditioning and training on body systems.
 - D) analyzes the relationship between health-related fitness and personal well-being.
- b) The competent physical education teacher applies techniques and procedures for developing and assessing health-related fitness.
- 1) Knowledge Indicators - The competent physical education teacher:
 - A) recognizes typical developmental progressions, ranges of individual variation, and levels of readiness for health-related fitness.
 - B) knows developmentally appropriate assessment strategies and instruments to assess students' performance against health-related fitness standards.
 - C) understands that assessment is an integral part of instruction to provide feedback to learners.
 - 2) Performance Indicators - The competent physical education teacher:
 - A) incorporates learners' performance data to shape instructional design.
 - B) assesses learners' progress in developing health-related fitness.
 - C) schedules activities to develop specific aspects of health-related fitness.
 - D) applies techniques to motivate students to enhance health-related fitness levels.
 - E) evaluates health-related fitness goal setting, activity selection, and personal health-related fitness programs for students.
- c) The competent physical education teacher understands human movement, motor skills, and their developmental sequence.
- 1) Knowledge Indicators - The competent physical education teacher:
 - A) understands and differentiates critical elements and

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sequencing of basic motor skills.

- B) detects developmental progressions, ranges of individual variation, and levels of readiness.
- C) describes principles and activities for developing locomotor, non-locomotor, manipulative, rhythmic, and dance movements.
- D) knows basic principles of biomechanics, motor learning, and motor development.
- 2) Performance Indicators - The competent physical education teacher:
- A) applies principles of movement concepts and patterns.
- B) demonstrates basic motor skills and physical activities with competence.
- C) identifies critical elements of basic motor skills and develops appropriate sequences to teach motor skills.
- D) identifies, selects, and implements developmentally appropriate learning/practice opportunities based on learners' motivation and skill level.
- d) The competent physical education teacher organizes activities and techniques for developing motor skills.
- 1) Knowledge Indicators - The competent physical education teacher:
- A) recognizes appropriate instructional cues and prompts to elicit basic motor skills.
- B) understands developmental progressions, ranges of individual variation, and levels of readiness.
- 2) Performance Indicators - The competent physical education teacher:
- A) designs a variety of developmentally appropriate opportunities for practice.
- B) applies performance concepts and principles to skillful movement and physical activity.
- C) implements developmentally appropriate instruction to teach basic motor skills.
- D) uses a variety of formal and informal assessment techniques to evaluate learners' progress in developing motor skills.
- e) The competent physical education teacher guides the dynamic interaction between individuals and within groups while they are engaged in activities for personal and social development.
- 1) Knowledge Indicators - The competent physical education teacher:
- A) understands developmental progressions in the cognitive and affective domains.
- B) recognizes the socio-cultural benefits of participation in a variety of activities.
- C) identifies aesthetic and creative aspects of skilled performance.
- 2) Performance Indicators - The competent physical education teacher:
- A) plans activities that aid in the development of

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problem-solving and critical thinking skills.

- B) evaluates students' progress in personal expression and the development of interpersonal skills during physical activity.
- C) plans activities that aid in developing positive personal behaviors.
- D) plans activities that aid in promoting positive social attitudes and behaviors in group settings.
- f) The competent physical education teacher applies techniques, skills, strategies, basic rules, etiquette, and safety practices for individual and group sports.
- 1) Knowledge Indicators - The competent physical education teacher:
- A) understands techniques, skills, strategies, and skill progressions of individual and group sports.
- B) recognizes basic rules, etiquette, and safety practices associated with individual and group sports.
- 2) Performance Indicators - The competent physical education teacher:
- A) selects verbal and non-verbal cues as appropriate in the teaching of physical activity.
- B) selects developmentally appropriate assessment strategies and instruments congruent with physical education learning goals.
- C) demonstrates techniques, skills, and progressions of a variety of individual and group sports.
- D) articulates basic rules, etiquette, and safety practices associated with individual and group sports.
- E) uses a variety of formal and informal assessment techniques to assess learners' progress.
- g) The competent physical education teacher applies techniques, skills, strategies, basic rules, etiquette, and safety practices associated with lifelong sports, creative movement, dance, noncompetitive activities, and cooperative activities.
- 1) Knowledge Indicators - The competent physical education teacher:
- A) knows techniques, skills, strategies, and skill progressions of lifelong sports.
- B) knows techniques, steps, and activities involving dance and creative movement.
- C) understands concepts, strategies, and safety issues in the development of noncompetitive activities and cooperative activities.
- D) understands basic rules, strategies, etiquette, and safety practices associated with lifelong sports.
- E) is aware of verbal and non-verbal cues as appropriate in the teaching of physical activity.
- F) recognizes developmentally appropriate assessment strategies and instruments congruent with physical activity learning goals.

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- 2) Performance Indicators - The competent physical education teacher:
- A) demonstrates techniques, skills, and progressions of a variety of lifelong sports.
 - B) teaches steps and activities involving dance and creative movement.
 - C) directs noncompetitive activities and cooperative activities.
 - D) articulates etiquette and safety practices associated with creative movement, dance, noncompetitive activities, and cooperative activities.
 - E) helps learners facilitate problem-solving and critical thinking strategies in the process of becoming physically educated persons.
 - F) asks questions and poses scenarios to stimulate interactive learning opportunities.
 - G) uses a variety of formal and informal assessment techniques to assess learners' progress.
- h) The competent physical education teacher incorporates the historical, philosophical, and social contexts of physical education.
- 1) Knowledge Indicators - The competent physical education teacher:
- A) identifies historical events and key leaders associated with the field.
 - B) recognizes the influence of social and philosophical trends in physical education.
- 2) Performance Indicators - The competent physical education teacher:
- A) examines the historical and philosophical trends of physical education as they affect the goals and components of instructional programs and as they relate to current issues in the field.
 - B) remains current with social, political, and economic issues influencing the physical education profession and their impact on instructional programs at the local, State, national, and global levels.
- i) The competent physical education teacher recognizes issues that influence the development and evaluation of the physical education program.
- 1) Knowledge Indicators - The competent physical education teacher:
- A) understands value orientations, goals, and models of curriculum design.
 - B) recognizes environmental factors affecting curriculum design.
 - C) recognizes assessment procedures for program evaluation.
 - D) understands factors affecting the preparation of a budget to support the instructional program.
- 2) Performance Indicators - The competent physical education teacher:

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- A) constructs lesson plans, unit plans, and a curricular scope and sequence following a given model.
 - B) follows accepted steps in creating curricula.
 - C) is a member of recognized State and national professional organizations and reads publications from those bodies.
 - D) plans for and manages necessary equipment and resources for instruction.
 - E) establishes appropriate criteria and selects tools for evaluation of a given program.
 - F) revises programs based on a needs assessment or other appropriate evaluative criteria.
- j) The competent physical education teacher uses concepts and strategies for effective instruction in the physical education program.
- 1) Knowledge Indicators - The competent physical education teacher:
- A) understands principles and philosophies of physical education.
 - B) recognizes principles for organizing and administering a comprehensive physical education curriculum for all student populations.
 - C) knows effective classroom management procedures in physical education.
- 2) Performance Indicators - The competent physical education teacher:
- A) designs instruction to accommodate the learning style strength of students to enhance both knowledge and skill development.
 - B) identifies students with special needs.
 - C) follows measurement concepts including validity, reliability and bias.
 - D) identifies a variety of assessment procedures for student and instructional evaluation.
 - E) conducts appropriate physical education instruction in a variety of curricular offerings and settings.
 - F) selects and implements developmentally appropriate instruction that is sensitive to the needs, learning styles and experiences of learners.
 - G) uses different types of assessment with a variety of teaching styles and strategies.
- k) The competent physical education teacher follows safety practices, principles of emergency first aid, and equipment maintenance procedures.
- 1) Knowledge Indicators - The competent physical education teacher:
- A) has knowledge of equipment, materials, and human and technological resources to enhance learning in a safe environment.
 - B) understands safety issues when planning and implementing instruction.
 - C) knows principles of emergency first aid in given situations.

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D) recognizes appropriate use, maintenance, and storage of equipment.

2) Performance Indicators - The competent physical education teacher:

- A) uses managerial and instructional routines that create safe environments.
- B) applies disciplinary and pedagogical knowledge in developing safe learning experiences.
- C) applies first aid procedures in given situations.

1) The competent physical education teacher recognizes legal and ethical issues that influence physical education programs.

- 1) Knowledge Indicators - The competent physical education teacher:
 - A) understands unique characteristics of physical education related to legal issues.
 - B) recognizes State and federal laws and guidelines regarding gender equity, special education, religious issues, privacy, and other aspects of students' rights.

2) Performance Indicators - The competent physical education teacher:

- A) discusses ethical guidelines for decision-making in various physical education settings.
- B) follows codes of professional conduct and current legal directives.
- C) follows school policy and procedures regarding professional responsibilities when working with students, colleagues, and families.

Section 27.280 Health Education

a) The competent health education teacher understands the components and functions of human body systems and is able to apply that knowledge to the promotion of social, emotional, physical, mental, and environmental health.

- 1) Knowledge Indicators - The competent health education teacher:
 - A) understands human body systems as they pertain to health, growth, and human development.

B) understands health-related data about social and cultural environments.

C) understands social, mental, physical, emotional, and environmental health issues as they apply to the content areas of mental and emotional health, personal health, family life, consumer health, nutrition, substance use and abuse, environmental health, prevention and control of disease, injury prevention and safety, and community health.

D) understands the social, mental, physical, emotional, and environmental health issues as they apply to the "Youth Risk Behaviors" identified by the Centers for Disease Control and Prevention: tobacco use; dietary patterns contributing to

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disease and sedentary lifestyle; sexual behaviors that result in HIV infection/other sexually transmitted diseases and unintended pregnancy; alcohol and other drug use; and behaviors that result in intentional and unintentional injury.

2) Performance Indicators - The competent health education teacher:

- A) selects and is able to use valid sources of information about human body systems and social, emotional, mental, physical, and environmental health issues as they affect the health of individuals across the life span.

- B) describes the effects of health-related actions and environmental factors on body systems, including but not limited to behaviors related to nutrition, family living, HIV/AIDS and other sexually transmitted diseases, substance use and abuse, personal health, mental and emotional health, consumer health, environmental health, injury prevention and safety, and community health.

- C) explains and predicts immediate and long-term effects of health-related behaviors on body systems.

b) The competent health education teacher understands the theories and principles of health promotion and disease prevention.

1) Knowledge Indicators - The competent health education teacher:

- A) understands health behavior theories.
- B) comprehends the processes of health promotion and disease prevention.

- C) understands the effects of cultural and economic factors on the health of individuals and society.

- D) knows how individual and community actions and policies influence the health of the community and environment.

- E) knows how public health policies function to prevent illness and promote public health and well-being.

2) Performance Indicators - The competent health education teacher:

- A) obtains data about factors that affect health behaviors.
- B) prioritizes needs as identified by health data.
- C) selects health promotion practices consistent with current theory and data.

c) The competent health education teacher understands the process and is able to apply the knowledge needed to conduct an effective health education needs assessment.

1) Knowledge Indicators - The competent health education teacher:

- A) knows valid sources of information about health needs and information.
- B) understands strategies for utilizing computerized sources of health-related information.
- C) recognizes appropriate and relevant data-gathering instruments.
- D) understands the role of learning and affective experience in shaping patterns of health-related behavior.

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- 2) Performance Indicators - The competent health education teacher:
- interprets data from needs assessments.
 - determines priority areas of need for health education.
- d) The competent health education teacher understands the processes and is able to apply the knowledge and skills necessary to plan effective comprehensive school health education.
- 1) Knowledge Indicators - The competent health education teacher:
 - understands how to involve key personnel and agencies in the planning of comprehensive school health education.
 - knows how to develop a scope and sequence plan for comprehensive school health education.
 - comprehends measurable cognitive, affective, and behavioral objectives in comprehensive school health education.
 - knows a wide range of teaching strategies and learning activities for a diverse group of learners in comprehensive school health education.
 - 2) Performance Indicators - The competent health education teacher:
 - develops strategies for involving key personnel and agencies for support and assistance in planning comprehensive school health education.
 - develops a logical scope and sequence plan for comprehensive school health education.
 - formulates appropriate measurable cognitive, affective, and behavioral objectives for comprehensive school health education.
 - e) The competent health education teacher understands the processes and is able to apply the knowledge and skills necessary to implement comprehensive school health education.
 - 1) Knowledge Indicators - The competent health education teacher:
 - understands the efficacy of various curricular models pertaining to the ten key content areas of health instruction and risk factors identified by the Centers for Disease Control and Prevention.
 - comprehends various educational methods and techniques capable of addressing the needs and concerns of diverse learners.
 - understands strategies for incorporating technology and other educational media into the health instruction process.
 - 2) Performance Indicators - The competent health education teacher:
 - develops and modifies instructional strategies that adhere to national, State, and professional standards.
 - selects instructional strategies that best facilitate the attainment of program goals and objectives.
 - designs instructional strategies that enhance students' goal-setting, communication, conflict-resolution, and decision-making skills.
 - designs instructional strategies that enhance the students' ability to critically evaluate the impact of family,

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- designs instructional strategies that enhance students' ability to locate and select valid and reliable sources of health information.
 - designs instructional strategies that enhance students' ability to develop skills in fostering personal, family, and community health.
- f) The competent health education teacher understands the processes and is able to apply the knowledge and skills necessary to evaluate comprehensive school health education.
- 1) Knowledge Indicators - The competent health education teacher:
 - understands valid and reliable tests, survey instruments, and evaluation methods pertinent to school health instruction.
 - comprehends techniques for measuring students' performance in school health education.
 - understands techniques for measuring the effectiveness of elements of the health instruction program.
 - 2) Performance Indicators - The competent health education teacher:
 - designs or selects appropriate program evaluation techniques.
 - develops or selects a variety of student assessment techniques that address the needs of diverse learners.
 - analyzes and interprets results of instructional program evaluation.
 - suggests appropriate program improvements based on instructional program evaluation results.
 - g) The competent health education teacher understands the processes and is able to apply the knowledge and skills necessary to work with educational and community constituents in the promotion of coordinated school health programs.
 - 1) Knowledge Indicators - The competent health education teacher:
 - knows the recognized model of coordinated school health programs.
 - is aware of the educational and community resources available for the promotion of health education.
 - comprehends the strategies for facilitating collaboration in coordinated school health programs.
 - understands the social and cultural forces influencing public perception and acceptance of health education.
 - 2) Performance Indicators - The competent health education teacher:
 - solicits appropriate educational and community participants who could aid in the design, implementation, and evaluation of coordinated school health programs.
 - chooses effective conflict reduction and resolution techniques to be used when working with key personnel involved in the assessment, planning, implementation, and evaluation of coordinated school health programs.

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- h) The competent health education teacher understands the processes and is able to apply the knowledge and skills necessary to act as a resource person.

1) Knowledge Indicators - The competent health education teacher:

- A) knows about agencies, programs, and constituencies involved in health promotion at the local, State and national levels.
- B) understands the resources and materials available for faculty, staff, students, parents, and community members regarding the promotion of health and health education.
- C) is aware of appropriate instruments and technology networks as sources of health information and services.
- D) comprehends the parameters of effective consultative relationships among educational and community personnel involved in health promotion and education.

2) Performance Indicators - The competent health education teacher:

- A) uses computerized health information retrieval systems and databases effectively.
- B) evaluates techniques for the dissemination of valid health information and services to diverse populations.
- C) recommends appropriate health resources and services to address a variety of health issues.

- i) The competent health education teacher understands the processes and is able to apply the knowledge and skills necessary to communicate health education needs, concerns, and resources.

1) Knowledge Indicators - The competent health education teacher:

- A) understands concepts, purposes, and theories of communication.
- B) ensures effective communication techniques in providing health and health education information and services to diverse constituents.
- C) is aware of techniques for recruiting support and assistance in communicating health and health education needs, concerns, and resources to diverse constituents.

2) Performance Indicators - The competent health education teacher:

- A) applies health theories and concepts in selecting effective communication techniques.
- B) demonstrates proficiency in communicating about health and health education needs, concerns, and resources to a variety of audiences.
- C) selects personnel and decision-makers who can assist in communicating health and health education needs, concerns, and resources.

j) The competent health education teacher understands and applies the ethics of the health education profession to school health practice.

- 1) Knowledge Indicator - The competent health education teacher understands the code of ethics of the health education profession.

2) Performance Indicators - The competent health education teacher:

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- A) applies the code of ethics of the health education profession to specific health education situations.

- B) adheres to school policies and procedures when working with students, staff, administration, faculty, and community members.

- k) The competent health education teacher understands the process of reading and demonstrates instructional abilities to teach reading in the content area of health education.

1) Knowledge Indicators - The competent health education teacher:

- A) understands that the reading process is the construction of meaning through the interactions of the reader's background knowledge and experiences, the information in the text, and the purpose of the reading situation.
- B) recognizes the relationships among the four language arts (reading, writing, listening, and speaking), and knows how to provide opportunities to integrate these through instruction.
- C) understands how to design, select, modify, and evaluate materials in terms of the reading needs of the learner.
- D) understands the importance of and encourages the use of literature for adolescents in the curriculum and for independent reading.
- E) understands the relationship between oral and silent reading.
- F) understands the role of subject-area vocabulary in developing reading comprehension.
- G) understands the importance of the unique study strategies required of the specific content area in developing reading comprehension.
- H) understands the importance of the relationship between assessment and instruction in planning.

2) Performance Indicators - The competent health education teacher:

- A) plans and teaches lessons for students that develop comprehension of content-area materials through instructional practices that include analyzing critically, evaluating sources, synthesizing, and summarizing material.
- B) plans and teaches lessons on how to monitor comprehension and correct confusions and misunderstandings that arise during reading.
- C) plans and models use of comprehension strategies before, during, and after reading of text.
- D) provides opportunities for students to develop content-area vocabulary through instructional practices that develop connections and relationships among words, use of context clues, and understanding of connotative and denotative meaning of words.
- E) plans and teaches lessons that encourage students to write about the content read in order to improve understanding.

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- F) plans and teaches lessons for students to develop study strategies that include previewing and preparing to read text effectively, recognizing organizational patterns unique to informational text, and using graphic organizers as an aid for recalling information.
- G) plans and teaches units that require students to carry out research or inquiry using multiple texts, including electronic resources.
- H) provides continuous monitoring of students' progress through observations, work samples, and various informal reading assessments.
- I) analyzes and evaluates the quality and appropriateness of instructional materials in terms of readability, content, length, format, illustrations, and other pertinent factors.
- J) promotes the development of an environment that includes classroom libraries that foster reading.

Section 27.300 Dance

- a) The competent dance teacher possesses knowledge of the basic vocabulary of dance, including elements, organizational principles, expressive qualities, processes, and body and mind as the primary tools for dance.
- 1) Knowledge Indicators - The competent dance teacher:
- understands elements of dance - body (actions, shapes, and relationships); space (level, direction, pathway, and range); time (tempo, rhythm, and beat); and movement quality, i.e., the way energy factors (flow, weight, time, and spatial attitude) are combined.
 - understands organizational principles - repetition, contrast, sequence, variety, rhythm, transition, balance, unity, harmony, and climax.
 - understands expressive qualities - emotion, mood, and dynamics.
 - understands processes - creating (improvising, exploring, composing, choreographing), performing, responding.
- E) understands body and mind as primary tools for dance.
- 2) Performance Indicators - The competent dance teacher:
- defines the basic vocabulary of dance.
 - analyzes and evaluates dance events using the basic vocabulary of dance.
 - describes how the body and mind are used as tools for dance.
- b) The competent dance teacher possesses the knowledge and skills needed to create dance using the organizational principles, processes, and structures of dance (choreography).
- 1) Knowledge Indicators - The competent dance teacher:
- understands organizational principles - repetition, contrast, sequence, variety, rhythm, transition, balance,

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- unity, harmony, and climax.
- B) understands choreographic processes - reordering, chance, exploring, improvising, perceiving, and analyzing.
- C) understands structures - (choreographic forms) AB, ABA, rondo, canon, theme and variation, call and response, and narrative.
- 2) Performance Indicators - The competent dance teacher:
- identifies and describes organizational principles of dance.
 - describes processes to consider in choreography.
 - describes choreographic forms.
- c) The competent dance teacher possesses the knowledge and skills needed to perform dance expressively and with technical accuracy within the school setting.
- 1) Knowledge Indicators - The competent dance teacher:
- understands performance techniques from various dance styles and forms (e.g., ballet, modern, jazz, tap, folk, and social).
 - understands major skeletal structures and proper alignment; basic principles of kinesiology and movement analysis; common dance injuries and injury prevention.
- 2) Performance Indicators - The competent dance teacher:
- demonstrates use of movement elements, expressive qualities, and technical proficiency in performing dance.
 - identifies and describes performance techniques from various dance styles and forms.
 - applies basic principles of kinesiology to analyze types of movement.
 - describes common types and causes of dance injuries and methods for preventing injury.
- d) The competent dance teacher possesses the knowledge needed to produce dance.
- 1) Knowledge Indicators - The competent dance teacher:
- understands the ways the design elements (scenery, costumes, lighting, props), modern media, and technologies enhance dance.
 - understands careers related to the production of dance.
- 2) Performance Indicators - The competent dance teacher:
- describes ways the design elements (scenery, costumes, lighting, and props), modern media, and technologies enhance dance.
 - describes the careers related to the production of dance.
- e) The competent dance teacher understands and analyzes the role of dance within a variety of cultures and from different historical periods.
- 1) Knowledge Indicators - The competent dance teacher:
- understands how dance shapes and reflects ideas, issues, or themes in a variety of cultures.
 - understands how technology and societal changes have influenced dance.

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- 2) Performance Indicators - The competent dance teacher:
- A) describes the role and function of dance and movement in various cultures from different historical periods (e.g., ritual, celebration).
 - B) describes important influences, developments, and innovations in the history of various dance styles and forms.
- f) The competent dance teacher is able to relate knowledge and skills within and across the arts.
- 1) Knowledge Indicators - The competent dance teacher:
 - A) understands the function of dance as an art form.
 - B) understands the relationship of dance to other art forms.
 - C) understands the relationship of dance to other subject areas.
 - 2) Performance Indicators - The competent dance teacher:
 - A) describes the functions of dance as an art form.
 - B) describes the relationship of dance to other art forms.
 - C) integrates dance with other subject areas.
- g) The competent dance teacher understands and is able to apply pedagogical knowledge and skills appropriate to the teaching of dance in a school setting.
- 1) Knowledge Indicators - The competent dance teacher:
 - A) understands child development and the psychological principles of learning.
 - B) understands current age-appropriate methods and materials in all fields and levels of dance education.
 - C) understands the need for continuing study, self-evaluation, and professional growth.
 - 2) Performance Indicators - The competent dance teacher:
 - A) articulates a logical rationale for the role of dance in the school curriculum, including philosophical and social foundations for dance education.
 - B) develops age- and needs-appropriate learning experiences, applies techniques for assessing students' aptitudes and skills, and integrates dance with other art forms/subject areas.
 - C) sets personal goals and standards for improvement.

Section 27.310 Drama/Theatre Arts

- a) The competent drama/theatre arts teacher possesses knowledge of the basic vocabulary of theatre, including elements, processes, and tools.
- 1) Knowledge Indicators - The competent drama/theatre arts teacher:
 - A) understands the sensory elements, organizational principles, and expressive qualities of drama/theatre:
 - i) sensory elements - movement and sound spectacle;
 - ii) organizational principles - plot and conflict, setting, character, language, rhythm, and unity;

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- iii) expressive qualities - emotion, mood, ideas, and dynamics.
- B) understands artistic process of drama/theatre:
 - i) comprehension - perceiving and responding;
 - ii) translation - imaging and creating;
 - iii) performance - communicating and evaluating.
 - C) understands tools of drama/theatre: body, voice, and mind.
 - D) understands support tools in drama/theatre: costume, set, lights, props, makeup, and sound.
- 2) Performance Indicators - The competent drama/theatre arts teacher:
 - A) identifies and applies elements, processes, and tools within story-making, improvisation, and pantomime.
 - B) identifies and applies the elements, processes, and tools within acting.
 - C) identifies and applies the elements, processes, and tools within directing.
 - D) identifies and applies the elements, processes, and tools within designing and craft.
 - E) identifies and applies the elements, processes, and tools within playwrighting.
 - b) The competent drama/theatre arts teacher possesses knowledge and skills needed to create the informal and formal processes utilizing elements of theatre.
 - 1) Knowledge Indicators - The competent drama/theatre arts teacher:
 - A) understands voice production.
 - B) understands the principles of acting.
 - C) understands the principles of improvisation and pantomime.
 - D) understands creative drama, process drama, and story making.
 - E) understands the expressive qualities of mood, emotion, and ideas in a dramatic performance and production.
 - 2) Performance Indicators - The competent drama/theatre arts teacher:
 - A) analyzes the development of voice and movement techniques.
 - B) applies voice techniques.
 - C) analyzes and applies characterization techniques and procedures.
 - D) analyzes and applies the principles of improvisation and pantomime.
 - E) applies creative and process drama and story-making techniques.
 - F) identifies factors and techniques in writing, selecting, and producing plays for performance.
 - G) analyzes and applies the use of sensory elements in dramatic performance and production.
 - H) analyzes and applies skills and techniques used in movement and stage blocking.
 - c) The competent drama/theatre arts teacher possesses knowledge and

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skills needed to perform theatre within the given educational drama setting.

- 1) Knowledge Indicators - The competent drama/theatre arts teacher:
 - A) understands the principles of design in a technical production.
 - B) understands theatre facilities and their characteristics.
 - C) understands directing techniques and procedures.
 - D) understands principles and techniques of auditioning, casting, and crew selection.
 - E) understands theatre auditorium management skills and concerns.
 - F) understands appropriate safety procedures and relevant legal requirements in a theatrical setting.
- 2) Performance Indicators - The competent drama/theatre arts teacher:
 - A) applies directing skills in stage movement and blocking.
 - B) applies actor-coaching skills.
 - C) applies oral interpretation skills.
 - D) applies skills in designing and constructing scenery.
 - E) applies skills and techniques in theatrical lighting and sound.
 - F) applies make-up skills and procedures.
 - G) applies costuming skills and procedures.
 - H) analyzes dramatic material for a theatrical production.
- d) The competent drama/theatre arts teacher possesses knowledge and skills needed to evaluate theatre using theatrical assessment criteria.
 - 1) Knowledge Indicators - The competent drama/theatre arts teacher:
 - A) understands the evaluation of students' theatrical performance.
 - B) understands specialized theatre arts instruction.
 - C) understands professional resources for theatre arts.
 - D) understands the assessment and interpretation of students' theatrical performance.
 - 2) Performance Indicators - The competent drama/theatre arts teacher:
 - A) designs assessment strategies appropriate to specialized theatre arts instruction.
 - B) identifies and uses professional resources for theatre arts.
- e) The competent drama/theatre arts teacher understands and analyzes the role of theatre and dramatic literature within a culture.
 - 1) Knowledge Indicators - The competent drama/theatre arts teacher:
 - A) understands the basic principles of theatre.
 - B) understands theatre and drama criticism.
 - 2) Performance Indicators - The competent drama/theatre arts teacher:
 - A) analyzes the organizational principles of dramatic literature.

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- B) identifies types of dramatic literature.
- C) analyzes the use of literary techniques in dramatic literature.
- f) The competent drama/theatre arts teacher understands and analyzes the developments in and distinguishing characteristics of historical and contemporary theatrical works by style and period in a variety of cultures.
 - 1) Knowledge Indicators - The competent drama/theatre arts teacher:
 - A) understands the distinguishing characteristics of period and style found throughout the historical development of drama in a variety of cultures.
 - B) understands the historical development of theatrical performance and production.
 - 2) Performance Indicators - The competent drama/theatre arts teacher:
 - A) analyzes the historical development of drama through characteristics of period and style.
 - B) analyzes the historical development of theatrical performance and production.
- g) The competent drama/theatre arts teacher understands and analyzes major works and playwrights from historical and contemporary periods within a variety of cultures.
 - 1) Knowledge Indicators - The competent drama/theatre arts teacher:
 - A) understands theatre of the Classical Greek and Roman periods.
 - B) understands theatre of the Medieval, Elizabethan, and Jacobean periods.
 - C) understands theatre of the Renaissance.
 - D) understands theatre from the Restoration through 1800.
 - E) understands theatre of the 19th and 20th centuries.
 - F) understands contemporary American and world theatre.
 - G) understands theatrical traditions and dramatic literature of Asia, the Middle East, Africa, and Latin America.
 - 2) Performance Indicators - The competent drama/theatre arts teacher:
 - A) analyzes the historical development of drama.
 - B) identifies the major works of playwrights throughout the historical development of drama.
 - C) analyzes the historical development of theatrical performance and production.
 - D) analyzes how the functions of theatre shape and reflect ideas, issues, or themes in a variety of cultures.
- h) The competent drama/theatre arts teacher is able to relate knowledge and skills within and across the arts.
 - 1) Knowledge Indicators - The competent drama/theatre arts teacher:
 - A) understands the function of theatre as an art form.
 - B) understands the relationship of theatre to other art forms.
 - C) understands the relationship of theatre to other subject

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- areas.
- 2) Performance Indicators - The competent drama/theatre arts teacher:
- analyzes the function of theatre as an art form.
 - analyzes the relationship of theatre to other art forms.
 - identifies ways to integrate theatre with other subject areas.
- i) The competent drama/theatre arts teacher understands and is able to apply pedagogical knowledge and skills appropriate to the teaching of the fine arts.
- 1) Knowledge Indicators - The competent drama/theatre arts teacher:
- understands child development and the psychological principles of learning as they apply to drama/theatre education.
 - understands current age-appropriate and special needs methods and materials in all fields and levels of drama/theatre education.
 - understands the need for continuing study, self-evaluation, and professional growth.
- 2) Performance Indicators - The competent drama/theatre arts teacher:
- articulates a logical rationale for the role of drama/theatre in the school curriculum, including philosophical and social foundations for drama/theatre education.
 - identifies and applies techniques for assessing students' backgrounds, aptitudes, skills, interests, and special needs appropriate to a school drama/theatre program.
 - develops age-appropriate learning experiences to meet identified needs.
 - identifies and applies teaching methods for integrating drama/theatre with other art forms and other subject areas at age-appropriate levels.
 - identifies and applies technology appropriate for a school drama/theatre program at age-appropriate levels.

Section 27.320 Music

- a) The competent music teacher possesses knowledge and skills in the use of the basic vocabulary of music.
- 1) Knowledge Indicators - The competent music teacher:
- understands elements of music:
 - rhythm - beat, meter, and rhythmic patterns;
 - melody - melodic structure, intervals, and scales;
 - harmony - chordal structure and progressions, texture (tonal, atonal, modal);
 - form - compositional forms and devices;
 - tone color - vocal, instrumental, environmental,

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- electronic, and ethnic.
- understands expressive qualities - dynamics, tempo, articulation, embellishments, and mood.
 - understands musical notation - clefs, key and time signatures, note/rest values, expressive terms and symbols.
 - understands styles and genres - historical and cultural/national.
- 2) Performance Indicators - The competent music teacher:
- defines the basic vocabulary of music.
 - uses the symbols of musical notation to communicate musical sound.
 - identifies examples of the vocabulary of music within the context of written and aural music.
- b) The competent music teacher understands the processes and is able to apply the knowledge and skills necessary to create and perform music.
- 1) Knowledge Indicators - The competent music teacher:
- understands creating music - composing, improvising, arranging, and orchestrating.
 - understands performing music - vocal technique, instrumental technique, piano or other accompanying instruments, conducting, and performance practices.
 - understands criteria for evaluating musical performances and compositions.
- 2) Performance Indicators - The competent music teacher:
- performs music expressively and with technical accuracy through solo performance, small ensemble performance, and large ensemble performance.
 - conducts small and large ensembles.
 - devises and applies criteria using appropriate music vocabulary for evaluation of musical performances and compositions.
- c) The competent music teacher understands and analyzes the role of music within a variety of cultures and historical periods and its impact on society.
- 1) Knowledge Indicators - The competent music teacher:
- understands how music shapes and reflects ideas, issues, or themes in a particular culture (e.g., popular, folk, and ethnic music of the United States).
 - understands how musicians and their works shape culture and increase understanding of societies, past and present (e.g., analyzes the relationships between music and other aspects of a period's culture).
 - understands a variety of musical styles from various regions of the world.
 - understands the developments in and distinguishing characteristics of historical and contemporary musical works by style and period.
 - understands composers and works of Western art music,

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including those from under-represented groups, and from major historical and contemporary periods (e.g., Baroque, Classical, Romantic, and Modern).

F) understands how music is expanding and developing based on new technologies and societal changes.

G) understands how music functions in commercial applications (e.g., movies and commercials).

H) understands careers and jobs in music.

2) Performance Indicators - The competent music teacher:

- A) analyzes how music shapes and reflects ideas, issues, or themes in a particular culture (e.g., popular, folk, and ethnic music of the United States).
- B) analyzes how musicians and their works shape culture and increase understanding of societies, past and present (e.g., analyzes the relationships between music and other aspects of a period's culture).
- C) identifies a variety of musical styles from various regions of the world.
- D) analyzes the developments in and distinguishing characteristics of historical and contemporary musical works by style and period.
- E) identifies composers and works of Western art music, including those from under-represented groups, and from major historical and contemporary periods (e.g., Baroque, Classical, Romantic, Modern).
- F) analyzes how music is expanding and developing based on new technologies and societal changes.
- G) analyzes how music functions in commercial applications (e.g., movies and commercials).
- H) identifies careers and jobs in music.

d) The competent music teacher is able to relate various types of musical knowledge and skills within and across the arts.

1) Knowledge Indicators - The competent music teacher:

- A) understands similarities and differences in the meaning of common terms used in the various arts.
- B) understands the ways in which the principles and subject matter of other disciplines taught in school are interrelated with those of music (e.g., the science of vibrations and pitch, and the study of patterns and forms).
- C) understands the aesthetic principles of music.

2) Performance Indicators - The competent music teacher:

- A) identifies similarities and differences in the meaning of common terms used in the various arts.
- B) identifies the ways in which the principles and subject matter of other disciplines taught in school are interrelated with those of music.
- C) applies aesthetic principles of music within and across the arts.

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e) The competent music teacher understands and is able to apply pedagogical knowledge and skills appropriate to the teaching of music, including issues of diversity, gender equity, and the needs of gifted students.

1) Knowledge Indicators - The competent music teacher:

- A) understands the rationale for music as a basic component of general education.
- B) understands teaching methods for elementary general music education (PreK-5).
- C) understands teaching methods for middle school/secondary choral music education (6-12).
- D) understands teaching methods for middle school/secondary general music education (6-12).
- E) understands teaching methods for middle school/secondary instrumental music education (6-12).
- F) understands teaching methods for students with special educational needs.
- G) understands teaching methods for integrating music into other areas of the curriculum.
- H) understands characteristics of appropriate music education materials and literature for a variety of music education settings.
- I) understands characteristics of the developing human voice from early childhood to late adolescence.
- J) understands the characteristics of wind, string, and percussion instruments.
- K) understands the characteristics of rhythmic, harmonic, and melodic instruments (including ethnic instruments) used in the classroom.
- L) understands the techniques of accompanying classroom and performing ensembles.
- M) understands types and characteristics of music technology appropriate for the school music program.
- N) understands techniques of composing (including improvisation), scoring, and arranging music appropriate for a variety of instruments and voices within the school music program.
- O) understands techniques of conducting appropriate to school performing ensembles.
- P) understands techniques for assessing students' aptitude and achievement appropriate to the school music program.

2) Performance Indicators - The competent music teacher:

- A) articulates a logical rationale for the role of music in the school curriculum.
- B) identifies and applies teaching methods for elementary general music education (PreK-5).
- C) identifies and applies teaching methods for middle school/secondary choral music education (6-12).

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- D) identifies and applies teaching methods for middle school/secondary general music education (6-12).
- E) identifies and applies teaching methods for middle school/secondary instrumental music education (6-12).
- F) identifies and applies teaching methods for students with special educational needs.
- G) identifies and applies teaching methods for integrating music into other areas of the curriculum.
- H) identifies characteristics of appropriate music education materials and literature for a variety of music education settings.
- I) identifies vocal classifications and ranges and the stages of vocal maturation from early childhood to late adolescence.
- J) identifies characteristics, principles, and techniques of tone production on wind, string, and percussion instruments.
- K) identifies and performs on rhythmic, harmonic, and melodic instruments (including ethnic instruments) used in the classroom.
- L) applies the techniques of accompanying classroom and performing ensembles.
- M) identifies and uses music technology appropriate for the school music program.
- N) identifies and applies techniques of composing (including improvisation), scoring, and arranging appropriate for a variety of instruments and voices with the school music program.
- O) applies techniques of conducting appropriate to school performing ensembles.
- P) identifies and applies techniques for assessing students' aptitude and achievement appropriate to the school music program.

Section 27.330 Visual Arts

- a) The competent visual arts teacher understands the sensory elements, organizational principles, and expressive qualities of the visual arts.
- 1) Knowledge Indicators - The competent visual arts teacher:
- A) understands the elements of design: color, form, line, shape, space, texture, and value.
- B) understands the principles of design: balance, contrast, harmony, movement, pattern, repetition, rhythm, and unity.
- C) understands the expressive qualities and communication of ideas.
- D) understands properties of two- and three-dimensional space and of the fourth dimension, time.
- 2) Performance Indicators - The competent visual arts teacher:

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- A) analyzes and demonstrates the elements and principles of design.
- B) analyzes and demonstrates how aesthetic qualities (e.g., elements, principles, and expressive ideas) are used in art works.
- C) analyzes and evaluates (critiques) artworks for how aesthetic qualities are used to convey intent, expressive ideas, and/or meaning.
- b) The competent visual arts teacher understands the commonalities, distinctions, and connections in and among the fine arts.
- 1) Knowledge Indicators - The competent visual arts teacher:
- A) understands how to compare and contrast elements, principles, and tools in two or more visual artworks.
- B) understands how to compare and contrast artworks in two or more fine arts that share processes, expressive ideas, similar themes, historical periods, or societal contexts.
- C) understands how different art forms combine to create an interrelated artwork (e.g., musical theatre and cinematography).
- 2) Performance Indicators - The competent visual arts teacher:
- A) collaborates with other arts specialists in developing interrelated artworks.
- B) analyzes and evaluates similar and distinctive characteristics of artworks in and among the arts.
- c) The competent visual arts teacher understands the process and production of the visual arts.
- 1) Knowledge Indicators - The competent visual arts teacher:
- A) understands media and tools and how to use them in a safe and responsible manner.
- B) understands a minimum of five artistic processes (e.g., printmaking, fiber arts, photography, sculpture, and electronic media).
- 2) Performance Indicators - The competent visual arts teacher:
- A) describes how the selection of tools/techniques and processes creates specific effects.
- B) analyzes and evaluates how the selection of media, tools, technologies, and processes is used to support and influence the communication of ideas.
- d) The competent visual arts teacher will be able to apply knowledge and skills necessary to create expressively and with technical proficiency in a range of media and processes.
- 1) Knowledge Indicators - The competent visual arts teacher:
- A) understands the manipulative skills necessary to draw and build works of art, using creative processes to express ideas.
- B) understands how to communicate clear and focused ideas based on planning and problem-solving techniques in creating visual arts.

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- 2) Performance Indicators - The competent visual arts teacher:
- A) creates artworks in two and three dimensions and in the time arts.
 - B) creates artworks that are realistic, abstract, conceptual, functional, and decorative.
 - C) demonstrates manipulative skills to draw and build works of art in a range of media.
 - D) creates artwork which demonstrates the process of problem-solving and creative exploration.
- e) The competent visual arts teacher will be able to analyze how the visual arts function in history, society and everyday life.
- 1) Knowledge Indicators - The competent visual arts teacher:
- A) understands how the visual arts function in a cultural and societal context.
 - B) understands how visual arts function in commercial applications (e.g., mass media, environmental and product design).
 - C) understands how the function of the visual arts changes over time.
 - D) understands how careers and jobs in the visual arts vary based on historical and societal changes.
- 2) Performance Indicators - The competent visual arts teacher:
- A) analyzes how the visual arts have contributed over time to communication, celebrations, occupations, recreation, politics and entertainment.
 - B) analyzes how the visual arts are and have been used to inform and persuade.
 - C) analyzes the function of the visual arts in various eras and cultures.
- f) The competent visual arts teacher understands how the visual arts shape and reflect history, society, and everyday life.
- 1) Knowledge Indicators - The competent visual arts teacher:
- A) understands the distinguishing characteristics of historical and contemporary artwork from a variety of periods and cultures.
 - B) understands how the visual arts change in response to the changes in society.
 - C) understands how popular media and the visual arts influence society.
- 2) Performance Indicators - The competent visual arts teacher:
- A) analyzes and classifies the distinguishing characteristics of historical and contemporary artwork from a variety of periods and cultures.
 - B) analyzes how the arts shape and reflect ideas, issues, or themes in a variety of cultures and historical periods.
- g) The competent visual arts teacher understands and is able to apply pedagogical knowledge and skills appropriate to the teaching of the visual arts.

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- 1) Knowledge Indicators - The competent visual arts teacher:
- A) understands child development and the psychological principles of learning and how they apply to visual arts education.
 - B) understands a variety of current age-appropriate instructional strategies and their applications.
 - C) understands the ongoing process of curriculum development, taking into account local, State, and national standards.
 - D) understands how to organize the instructional environment to maximize students' learning.
 - E) understands the role of assessment in measuring students' learning and curriculum development.
 - F) understands different assessment methods and their application in visual arts education.
 - G) understands the need for continuing study, self evaluation, and professional growth.
- 2) Performance Indicators - The competent visual arts teacher:
- A) adapts instructional strategies and assessment methods to the needs of individual students, allowing for students' learning styles, cultural backgrounds, and special needs.
 - B) develops a comprehensive and sequenced visual arts curriculum.
 - C) effectively uses resources (technology, materials, and physical environment) to facilitate students' learning.
 - D) uses a variety of assessment methods to analyze and report students' learning.
 - E) identifies and applies teaching methods for integrating visual arts with other art forms and other subject areas.
 - F) articulates a logical rationale for the role of the visual arts in the school curriculum, including philosophical and social foundations for visual arts education.
 - G) advances his or her knowledge of current developments in the field by participating in professional development activities (e.g., coursework, professional organizations, and workshops).

Section 27.340 Foreign Language

- a) The competent foreign language teacher comprehends the processes involved in acquiring another language.
- 1) Knowledge Indicators - The competent foreign language teacher:
- A) comprehends the processes involved in developing listening skills in a second language.
 - B) comprehends the processes involved in developing speaking skills in a second language.
 - C) comprehends the processes involved in developing reading comprehension skills in a second language.
 - D) comprehends the processes involved in developing writing

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skills in a second language.

- 2) Performance Indicators - The competent foreign language teacher:
 - A) applies knowledge about second language acquisition by designing a simple activity to promote listening skills.
 - B) applies knowledge about second language acquisition by critiquing an activity for developing speaking skills.
 - C) applies knowledge about second language acquisition by designing an appropriate comprehension activity for a selected reading.
 - D) applies knowledge about second language acquisition by designing a simple writing activity.
- b) The competent foreign language teacher understands oral communication and interacts appropriately in the target language in various settings.
 - 1) Knowledge Indicator - The competent foreign language teacher has the ability to understand the main idea and details of oral and audio presentations unsupported by visual aids.
 - 2) Performance Indicators - The competent modern foreign language teacher:
 - A) participates in conversations on familiar topics related to daily activities and the personal environment with a high degree of grammatical accuracy.
 - B) initiates, sustains, and brings to a close uncomplicated communicative exchanges in response to a given situation.
 - C) makes oral presentations in academic, social, or work situations.
 - D) approximates native-like pronunciation, intonation, and inflection.
 - 3) Performance Indicators - The competent classical language teacher:
 - A) uses the target language with a high degree of grammatical accuracy.
 - B) initiates, sustains, and brings to a close uncomplicated communicative exchanges in a classroom context.
 - C) uses the target language in academic, social, or work situations.
 - D) uses appropriate pronunciation, intonation, and inflection.
- c) The competent foreign language teacher understands and creates written materials in the target language for a variety of purposes and audiences.
 - 1) Knowledge Indicator - The competent foreign language teacher comprehends the main message, supporting details, and cultural context of complex materials.
 - 2) Performance Indicators - The competent foreign language teacher:
 - A) uses printed information obtained from various sources, including electronic media.
 - B) creates written materials that include description, definition, and analysis.

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- d) The competent foreign language teacher is able to use the target language to explain its structure in a manner understandable to a variety of learners.
 - 1) Knowledge Indicators - The competent foreign language teacher:
 - A) has a thorough understanding of the grammar and syntax of the target language.
 - B) is aware that differences exist in language use among different groups in such areas as vocabulary, pronunciation, and level of formality.
 - 2) Performance Indicators - The competent foreign language teacher:
 - A) organizes parts of speech into grammatically and syntactically correct sentences.
 - B) analyzes linguistic structures of the target language.
 - C) compares and contrasts distinctions among standard and non-standard varieties of the target language.
- e) The competent foreign language teacher understands manners, customs, and ranges of cultural expression of various societies that use the target language.
 - 1) Knowledge Indicator - The competent foreign language teacher understands cultural practices of one or more areas where the target language is spoken.
 - 2) Performance Indicators - The competent foreign language teacher:
 - A) identifies and models culturally appropriate social behaviors (e.g., greeting rituals, gestures, etc.) in a variety of contexts.
 - B) compares and contrasts cultural practices and social roles (e.g., bartering, ceremonies, interpersonal relationships, etc.) among various countries where the target language is spoken.
- f) The competent foreign language teacher demonstrates general knowledge of expressive forms (e.g., music, dance, folk art, visual art, drama, and architecture) related to various societies that use the target language.
 - 1) Knowledge Indicators - The competent foreign language teacher:
 - A) knows the essential target language vocabulary referring to tools, processes, and products (e.g., art materials, painting, portraits, etc.) in one or more of the art forms.
 - B) understands the cultural and historical significance of characteristic art forms of a society that uses the target language.
 - 2) Performance Indicators - The competent foreign language teacher:
 - A) uses the essential target language vocabulary referring to tools, processes, and products in one or more of the art forms.
 - B) explains the cultural and historical significance of characteristic art forms of a society that uses the target language.
 - C) describes characteristics and origins of various art forms,

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- using target language vocabulary.
- g) The competent foreign language teacher understands representative types of literature and various media of societies that use the target language.
- 1) Knowledge Indicators - The competent foreign language teacher:
 - A) understands literary themes and perspectives across authors and genres.
 - B) comprehends meaning and implications drawn from various target language media.
 - 2) Performance Indicators - The competent foreign language teacher:
 - A) compares and analyzes literary themes and perspectives across authors and genres.
 - B) explains the influence of historical context on form and point of view for a variety of literary works.
 - C) compares and analyzes topics as presented in various media (e.g., television, radio, CD-ROM, software, films, Internet sites, periodicals, inscriptions, graffiti, and other text).
 - h) The competent foreign language teacher understands the history, geography, social institutions, and contemporary events of various societies that use the target language.
 - 1) Knowledge Indicators - The competent foreign language teacher:
 - A) understands the significance of key figures (e.g., scientists, mathematicians, inventors, leaders) and events, both past and present.
 - B) understands geographical aspects (e.g., natural resources, weather/climate, population distribution, and main economic activities) and how they relate to the development of at least two of the countries where the target language is spoken (if applicable).
 - C) understands social structures, roles and attitudes (e.g., class, gender, population, family, work, leisure) of at least two of the countries where the target language is spoken (if applicable).
 - D) understands political systems and institutions (e.g., government, education, law, and justice) of at least two of the countries where the target language is spoken (if applicable).
 - 2) Performance Indicators - The competent foreign language teacher:
 - A) uses maps, charts, graphs, electronic images, and other geographical representations to describe and discuss countries where the target language is used.
 - B) identifies and describes significant social institutions, roles, and perspectives of the cultures that use the target language.
 - C) compares and contrasts the impact of key figures and events on the development of countries that use the target language.
 - D) analyzes different perspectives of historical and

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- contemporary events of countries that use the target language, using a variety of media and technology.
- i) The competent foreign language teacher uses the target language to reinforce and further the knowledge of other disciplines.
- 1) Knowledge Indicator - The competent foreign language teacher understands connections among various disciplines and the target language.
 - 2) Performance Indicators - The competent foreign language teacher:
 - A) solves math problems and analyzes data (e.g., based on timetables, schedules, charts and graphs) in the target language.
 - B) describes and compares nutrition, physical fitness, sports, and leisure activities in areas where the target language is spoken.
 - C) identifies the currency, principal agricultural and manufactured products, and systems of trade and exchange (e.g., bargaining and bartering) of countries where the target language is spoken.
 - D) analyzes scientific issues from more than one cultural perspective.
 - j) The competent foreign language teacher uses the target language to demonstrate knowledge and understanding of a variety of career options.
 - 1) Knowledge Indicator - The competent foreign language teacher is aware of various occupations and career opportunities for people who are proficient in the target language.
 - 2) Performance Indicators - The competent foreign language teacher:
 - A) explains advantages of target language proficiency for careers in the global marketplace.
 - B) identifies, describes, and compares occupations in situations where the target language is spoken.
 - C) uses print, electronic, and other resources to obtain information on careers (e.g., roles, status, and qualifications) in which a second language is an asset.
- SUBPART C: ADDITIONAL TEACHING FIELDS
- Section 27.400 Agricultural Education**
- a) The competent agricultural education teacher understands the foundations of work, the career development process, occupational skills standards, and workplace skill requirements.
- 1) Knowledge Indicators - The competent agricultural education teacher:
 - A) understands the history, organization, and future of work and how work relates to needs and functions of the economy and society.
 - B) understands career development concepts, the relationship

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between work and learning, and the career planning process.

- C) understands the relevant Illinois Occupational Skills Standards or industry standards, as applicable.

- 2) Performance Indicators - The competent agricultural education teacher:

- A) relates workplace cultural expectations to workplace skills.
 B) develops partnerships with members of the business community to provide learning opportunities for students.
 C) provides advice in the career planning process.
 D) selects appropriate skill standards for the program areas.
- b) The competent agricultural education teacher demonstrates the ability to plan, deliver, and evaluate instruction based upon knowledge of subject matter in the field; student organizations; student, community and work needs; curriculum goals; and findings of educational research.

- 1) Knowledge Indicators - The competent agricultural education teacher:

- A) understands pedagogy unique to the discipline.
 B) understands the rationale for integrating student organizations' activities into the curriculum.
 C) understands professional literature relating to specific content area and to workplace needs.
 D) understands economic/socio-economic conditions, patterns of business development, and changing labor and career opportunities and their impact on the relevancy of classroom instruction.

- 2) Performance Indicators - The competent agricultural education teacher:

- A) utilizes appropriate pedagogy unique to the individual discipline within career and technical education.
 B) creates learning environments and classroom activities that develop life/workplace skills and knowledge in the discipline.
 C) identifies and utilizes educational research findings that justify teaching strategies.
 D) applies curricular content and processes in order to achieve the goals of student organizations.
 E) applies post-secondary admission standards and occupational skill standards when designing curriculum and assessment.
 F) designs appropriate assessment plans for students.
 G) develops collaborative partnerships with students, colleagues, community members, business/industry, and parents to maximize resources.
 H) participates in appropriate professional organizations and develops a plan for continued personal and professional growth.
 I) plans, organizes, and manages laboratories/technical facilities for instruction that meet diverse needs of

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students (i.e., safety, inventory, filing, requisitioning equipment and materials, maintenance, budgeting).

- J) implements laws and policies relating to safe environments and incorporates appropriate safety standards, healthy practices, and ergonomic needs.

- c) The competent agricultural education teacher understands the process of reading and demonstrates instructional abilities to teach reading in the content area of agricultural education.

- 1) Knowledge Indicators - The competent agricultural education teacher:

- A) understands that the reading process is the construction of meaning through the interactions of the reader's background knowledge and experiences, the information in the text, and the purpose of the reading situation.

- B) recognizes the relationships among the four language arts (reading, writing, listening, and speaking), and knows how to provide opportunities to integrate these through instruction.

- C) understands how to design, select, modify and evaluate materials in terms of the reading needs of the learner.

- D) understands the importance of and encourages the use of literature for adolescents in the curriculum and for independent reading.

- E) understands the relationship between oral and silent reading.

- F) understands the role of subject-area vocabulary in developing reading comprehension.

- G) understands the importance of the unique study strategies required of the specific content area in developing reading comprehension.

- H) understands the importance of the relationship between assessment and instruction in planning.

- 2) Performance Indicators - The competent agricultural education teacher:

- A) plans and teaches lessons for students that develop comprehension of content-area materials through instructional practices that include analyzing critically, evaluating sources, synthesizing, and summarizing material.

- B) plans and teaches lessons on how to monitor comprehension and correct confusions and misunderstandings that arise during reading.

- C) plans and models use of comprehension strategies before, during, and after reading of text.

- D) provides opportunities for students to develop content-area vocabulary through instructional practices that develop connections and relationships among words, use of context clues, and understanding of connotative and denotative meaning of words.

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- E) plans and teaches lessons that encourage students to write about the content read in order to improve understanding.
- F) plans and teaches lessons to help students develop study strategies that include previewing and preparing to read text effectively, recognizing organizational patterns unique to informational text, and using graphic organizers as an aid for recalling information.
- G) plans and teaches units that require students to carry out research or inquiry using multiple texts, including electronic resources.
- H) provides continuous monitoring of students' progress through observations, work samples, and various informal reading assessments.
- I) analyzes and evaluates the quality and appropriateness of instructional materials in terms of readability, content, length, format, illustrations, and other pertinent factors.
- J) promotes the development of an environment that includes classroom libraries that foster reading.
- d) The competent agricultural education teacher understands the curriculum in the area of agricultural science.
- 1) Knowledge Indicators - The competent agricultural education teacher:
- understands scientific principles and the scientific method of investigation.
 - understands biological concepts and principles in the animal sciences.
 - understands biological concepts and principles of agronomic crops.
 - understands characteristics, components, and properties of soil.
- 2) Performance Indicators - The competent agricultural education teacher:
- directs students' experimentation, following the scientific method of investigation.
 - applies biological concepts and principles to agricultural management practices for animals.
 - applies biological concepts and principles to agricultural management practices for plants.
 - applies characteristics, components, and properties of soil to management practices of drainage, irrigation, soil testing, and conservation.
- e) The competent agricultural education teacher understands the curriculum in the area of agricultural mechanization.
- 1) Knowledge Indicators - The competent agricultural education teacher:
- understands agricultural power.
 - understands agricultural surveying.
 - understands agricultural electricity.

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- D) understands agricultural structures.
- E) understands agricultural machinery.
- F) understands agricultural construction processes.
- G) understands agricultural technology.
- 2) Performance Indicators - The competent agricultural education teacher:
- applies concepts of agricultural power to the repair of engines and machinery.
 - uses surveying equipment in agricultural applications.
 - applies knowledge of electricity to installation and repair of electrical systems.
 - applies knowledge of structures to agricultural applications.
 - applies skills in repairing and maintaining agricultural machinery.
 - applies skills in carpentry, masonry, and plumbing to agricultural construction.
 - uses technology in agricultural applications.
- f) The competent agricultural education teacher understands the curriculum in the area of agricultural business.
- 1) Knowledge Indicators - The competent agricultural education teacher:
- understands agricultural marketing and economics.
 - understands the concepts of agricultural sales and service.
 - understands principles of entrepreneurship.
 - understands economic policies and how they influence agriculture.
- 2) Performance Indicators - The competent agricultural education teacher:
- applies principles of marketing and economics in agricultural business operations.
 - applies strategies for effective sales and service in agricultural applications.
 - applies entrepreneurship principles to the development and operation of an agricultural business.
 - analyzes economic policies and their influence on agriculture.
- g) The competent agricultural education teacher understands the curriculum in the area of horticulture.
- 1) Knowledge Indicators - The competent agricultural education teacher:
- understands plant systems.
 - understands plant propagation.
 - understands integrated pest management.
 - understands greenhouse management.
 - understands fruit and vegetable crops.
 - understands floral design.
 - understands landscaping.

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- H) understands turf management.
- 2) Performance Indicators - The competent agricultural education teacher:
- A) applies principles of plant growth and reproduction to the cultivation of horticultural plants.
 - B) uses approved procedures for propagating horticultural plants.
 - C) uses integrated pest management practices to control horticultural plant pests.
 - D) operates a greenhouse facility for the production of plants.
 - E) uses proven methods for the production of fruit and vegetable crops.
 - F) applies principles of floral design to create floral arrangements.
 - G) applies principles of landscaping to design, plant, and maintain landscaped areas.
 - H) applies principles of turf management to the production and maintenance of turf.
- h) The competent agricultural education teacher understands the curriculum in the area of agricultural resources.
- 1) Knowledge Indicators - The competent agricultural education teacher:
- A) understands the relationship among agriculture, the environment, and society.
 - B) understands the role of forest and agricultural management in protecting habitats and species.
 - C) understands land-use issues in agriculture.
- 2) Performance Indicators - The competent agricultural education teacher:
- A) applies principles of ecology in agricultural resource management.
 - B) applies principles of conservation in protecting habitats and species.
 - C) applies knowledge of land use to agricultural applications.
- i) The competent agricultural education teacher is able to develop and implement a comprehensive agriculture program reflective of student, community, and industry interaction.
- 1) Knowledge Indicators - The competent agricultural education teacher:
- A) understands the development and effective use of advisory councils in the agriculture program.
 - B) understands agricultural literacy programs from kindergarten through the adult level.
 - C) understands the development of partnerships with constituent support groups.
 - D) understands students' and industry's needs in career and technical education.
- 2) Performance Indicators - The competent agricultural education

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teacher:

- A) establishes an active advisory council for the agriculture program.
 - B) conducts agricultural literacy activities for K-adult populations.
 - C) develops partnerships with constituent support groups.
 - D) develops programs to meet students' and industry's needs in career and technical education.
- j) The competent agricultural education teacher understands the principles of leadership and applies that knowledge through the activities of the Future Farmers of America (FFA), an agricultural education students' organization.
- 1) Knowledge Indicators - The competent agricultural education teacher:
- A) understands the development of student development activities in the FFA.
 - B) understands the development of chapter development activities in the FFA.
 - C) understands the development of community development activities in the FFA.
- 2) Performance Indicators - The competent agricultural education teacher:
- A) advises students in planning and conducting student development activities.
 - B) advises students in planning and conducting chapter development activities.
 - C) advises students in planning and conducting community development activities.
- k) The competent agricultural education teacher understands and provides individual career experiences through experiential learning in Supervised Agricultural Experiences (SAEs).
- 1) Knowledge Indicators - The competent agricultural education teacher:
- A) understands that SAEs are to be planned and comprehensive.
 - B) understands that SAEs are linked to the curriculum and a career.
 - C) understands that SAEs are individualized and student-managed.
 - D) understands that SAEs are documented by using recordkeeping and analysis.
 - E) understands that SAEs allow students to receive recognition.
- 2) Performance Indicators - The competent agricultural education teacher:
- A) assists students in developing planned and comprehensive SAEs.
 - B) assists students in selecting an SAE linked to the curriculum and a career.
 - C) assists students in managing their individualized SAEs.

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- D) supervises SAEs and assists with recordkeeping and analysis.
 E) provides opportunities for recognition of student SAEs.
- 1) The competent agricultural education teacher understands appropriate instructional strategies for integrating the unique components of a comprehensive agricultural education program, including FFA, SAE, classroom and laboratory instruction, and adult education.
- 1) Knowledge Indicators - The competent agricultural education teacher:
- A) understands the methods and strategies used in teaching the unique instructional areas of agriculture education, including FFA and SAE.
 - B) understands the references and resources used in teaching agricultural education.
 - C) understands the development of effective adult education programs.
- 2) Performance Indicators - The competent agricultural education teacher:
- A) uses a variety of methods and strategies in teaching agriculture.
 - B) develops a library of references and resources for teaching agriculture.
 - C) develops an effective adult education program.

Section 27.410 Business, Marketing, and Computer Education

- a) The competent business, marketing, and computer education teacher understands the foundations of work, the career development process, occupational skills standards, and workplace skill requirements.
- 1) Knowledge Indicators - The competent business, marketing, and computer education teacher:
- A) understands the history, organization, and future of work and how work relates to needs and functions of the economy and society.
 - B) understands career development concepts, the relationship between work and learning, and the career planning process.
 - C) understands the relevant Illinois Occupational Skills Standards or industry standards, as applicable.
- 2) Performance Indicators - The competent business, marketing, and computer education teacher:
- A) relates workplace cultural expectations to workplace skills.
 - B) develops partnerships with members of the business community to provide learning opportunities for students.
 - C) provides advice in the career planning process.
 - D) selects appropriate skill standards for the program areas.
- b) The competent business, marketing, and computer education teacher demonstrates the ability to plan, deliver, and evaluate instruction based upon knowledge of subject matter in the field; student organizations; student, community and work needs; curriculum goals;

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- and findings of educational research.
- 1) Knowledge Indicators - The competent business, marketing, and computer education teacher:
- A) understands pedagogy unique to the discipline.
 - B) understands the rationale for integrating student organizations' activities into the curriculum.
 - C) understands professional literature relating to specific content area and to workplace needs.
 - D) understands economic/socio-economic conditions, patterns of business development, and changing labor and career opportunities and their impact on the relevancy of classroom instruction.
- 2) Performance Indicators - The competent business, marketing, and computer education teacher:
- A) utilizes appropriate pedagogy unique to the individual discipline within career and technical education.
 - B) creates learning environments and classroom activities that develop life/workplace skills and knowledge in the discipline.
 - C) identifies and utilizes educational research findings that justify teaching strategies.
 - D) applies curricular content and processes in order to achieve the goals of student organizations.
 - E) applies post-secondary admission standards and occupational skill standards when designing curriculum and assessment.
 - F) designs appropriate assessment plans for and by students.
 - G) develops collaborative partnerships with students, colleagues, community, business/industry, and parents to maximize resources.
 - H) participates in appropriate professional organizations and develops a plan for continued personal and professional growth.
 - I) plans, organizes, and manages laboratories/technical facilities for instruction that meet diverse needs of students (i.e., safety, inventory, filing, requisitioning equipment and materials, maintenance, budgeting).
 - J) implements laws and policies relating to safe environments and incorporates appropriate safety standards, healthy practices, and ergonomic needs.
- c) The competent business, marketing, and computer education teacher understands the process of reading and demonstrates instructional abilities to teach reading in the content area of business, marketing, and computer education.
- 1) Knowledge Indicators - The competent business, marketing, and computer education teacher:
- A) understands that the reading process is the construction of meaning through the interactions of the reader's background knowledge and experiences, the information in the text, and

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the purpose of the reading situation.

- B) recognizes the relationships among the four language arts (reading, writing, listening, and speaking), and knows how to provide opportunities to integrate these through instruction.
 - C) understands how to design, select, modify, and evaluate materials in terms of the reading needs of the learner.
 - D) understands the importance of and encourages the use of literature for adolescents in the curriculum and for independent reading.
 - E) understands the relationship between oral and silent reading.
 - F) understands the role of subject-area vocabulary in developing reading comprehension.
 - G) understands the importance of the unique study strategies required of the specific content area in developing reading comprehension.
 - H) understands the importance of the relationship between assessment and instruction in planning.
- 2) Performance Indicators - The competent business, marketing, and computer education teacher:
- A) plans and teaches lessons for students that develop comprehension of content-area materials through instructional practices that include analyzing critically, evaluating sources, synthesizing, and summarizing material.
 - B) plans and teaches lessons on how to monitor comprehension and correct confusions and misunderstandings that arise during reading.
 - C) plans and models use of comprehension strategies before, during, and after reading of text.
 - D) provides opportunities for students to develop content-area vocabulary through instructional practices that develop connections and relationships among words, use of context clues, and understanding of connotative and denotative meaning of words.
 - E) plans and teaches lessons that encourage students to write about the content read in order to improve understanding.
 - F) plans and teaches lessons to help students develop study strategies that include previewing and preparing to read text effectively, recognizing organizational patterns unique to informational text, and using graphic organizers as an aid for recalling information.
 - G) plans and teaches units that require students to carry out research or inquiry using multiple texts, including electronic resources.
 - H) provides continuous monitoring of students' progress through observations, work samples, and various informal reading assessments.

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- I) analyzes and evaluates the quality and appropriateness of instructional materials in terms of readability, content, length, format, illustrations, and other pertinent factors.
 - J) promotes the development of an environment that includes classroom libraries that foster reading.
- d) The competent business, marketing, and computer education teacher understands computational and accounting principles and practices.
- 1) Knowledge Indicators - The competent business, marketing, and computer education teacher:
 - A) understands the various steps of the accounting cycle for a proprietorship, partnership, and corporation.
 - B) understands assets, liabilities, and owner's equity according to generally accepted accounting principles.
 - C) understands accounting principles as they apply to ownership, payroll, income taxation, and managerial systems.
 - D) understands computational and algebraic operations.
 - 2) Performance Indicators - The competent business, marketing, and computer education teacher:
 - A) prepares, interprets, and analyzes financial statements using manual and computerized systems.
 - B) applies appropriate accounting principles to various forms of ownership, payroll, income taxation, and managerial systems.
 - C) uses planning and control principles to evaluate the performance of an organization and applies differential analysis and present value concepts to make decisions.
 - D) uses statistical analysis to interpret consumer and business data to solve problems.
- e) The competent business, marketing, and computer education teacher understands content related to economics and consumer economics.
- 1) Knowledge Indicators - The competent business, marketing, and computer education teacher:
 - A) understands the basic features of different economic systems.
 - B) understands the major features of the U.S. economy.
 - C) understands the role of exchange and money in an economic system.
 - D) understands the role of government in an economic system, especially the necessary and desirable role of government in the U.S. economy.
 - E) understands the role of international trade and investment and international monetary relations in the global economy.
 - F) understands the different consumer agencies that address consumer issues and concerns.
 - 2) Performance Indicators - The competent business, marketing, and computer education teacher:
 - A) identifies opportunity costs and trade-offs involved in making choices about how to use scarce economic resources.

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- B) explains why societies develop economic systems.
- C) describes the effect of interdependence on economic activity.
- D) describes different types of competitive structures and illustrates the role of competitive markets in the U.S. and other economies.
- E) examines the importance of economic relationships among nations.
- F) applies problem-solving skills to consumer economic principles of purchasing auto, health, and life insurance, food, clothing, and recreation.
- G) demonstrates financial decision making in the areas of budgeting and investing (stock market, precious metals, jewelry, and collectibles), and taxes.
- H) chooses among checking and savings options offered by banks and credit unions.
- f) The competent business, marketing, and computer education teacher understands the principles of marketing, entrepreneurship, management, law, and international business.
- 1) Knowledge Indicators - The competent business, marketing, and computer education teacher:
- A) understands external business factors' impact on marketing.
- B) understands the principles of the four Ps of marketing (product, price, place, promotion).
- C) understands the role of marketing and its impact on individuals, businesses, and society.
- D) understands the basic tenets of management theories and why they are important.
- E) understands the importance of the basic tenets of management theories in the successful operation of the organization.
- F) understands various organizational structures and the advantages and disadvantages of each.
- G) understands the role of organized labor and its influences on government and business.
- H) understands the relevance of generally accepted operations management principles and procedures in order to be able to design an operations plan.
- I) understands the relationship between ethics and the law, the sources of the law, the structure of the court system, the different classifications of procedural law, and the different classifications of substantive law.
- J) understands the relationships among contract law, law of sales, and consumer law.
- K) understands the role and importance of agency law and employment law as they relate to the conduct of business in the national and international marketplaces.
- L) understands legal rules that apply to personal property and real property.

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- M) understands the advancements in computer technology and how they affect areas such as property law, contract law, criminal law, and international law.
- N) understands international business related to ethics, finance, management, marketing, import/export trade concepts, communication/culture, and the environment.
- 2) Performance Indicators - The competent business, marketing, and computer education teacher:
- A) develops a marketing plan using the principles of the four Ps of marketing.
- B) applies forecasting principles to marketing data.
- C) illustrates how the functions of management are implemented and explains why they are important.
- D) analyzes financial data influenced by internal and external factors in order to make long-term and short-term management decisions.
- E) describes the activities of human resource managers.
- F) develops and uses general managerial skills such as time management, technology, networking, and entrepreneurial thinking.
- G) applies the ethical considerations in education to various issues confronted by businesses.
- H) identifies unique characteristics of an entrepreneur and evaluates the degree to which one possesses those characteristics.
- I) applies economic concepts when making decisions for an entrepreneurial venture.
- J) develops a business plan for an entrepreneurial venture.
- g) The competent business, marketing, and computer education teacher understands the principles of business communications and is able to apply them in oral, written, and electronic forms.
- 1) Knowledge Indicators - The competent business, marketing, and computer education teacher:
- A) understands principles of appropriate oral, written, and electronic communications.
- B) understands the effects of non-verbal communication.
- 2) Performance Indicators - The competent business, marketing, and computer education teacher:
- A) communicates in a clear, courteous, concise, and correct manner on personal and professional levels.
- B) applies basic social communication skills in personal and professional situations.
- C) uses technology to enhance the effectiveness of communications.
- D) demonstrates proficiency in written and oral communication using manual and electronic methods.
- h) The competent business, marketing, and computer education teacher understands and applies basic concepts of keyboarding and computer

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applications.

- 1) Knowledge Indicator - The competent business, marketing, and computer education teacher understands learning principles as related to psychomotor skill development when learning keyboarding and computer applications.
- 2) Performance Indicators - The competent business, marketing, and computer education teacher:
 - A) demonstrates keyboarding skills to enter and manipulate text and data with acceptable speed and accuracy, using appropriate techniques.
 - B) formats business documents according to industry standards.
 - C) selects and uses word processing, desktop publishing, database, spreadsheet, and presentation software.
 - D) uses computer systems to run software to access, generate, and manipulate data and to publish results.
 - E) evaluates the performance of hardware and software components of computer systems.
 - F) applies basic troubleshooting strategies as needed.
 - G) applies tools for enhancing professional growth and productivity.
 - H) uses technology in communicating, collaborating, conducting research, and solving problems.
 - I) plans and participates in activities that encourage lifelong learning and promote equitable, ethical, and legal use of computer/technology resources.
 - J) uses computers and related technologies to support instruction.
 - K) plans and delivers instructional units that integrate a variety of software applications and learning tools, all reflecting effective grouping and assessment strategies for diverse populations.
- i) In addition to the standards for all business, marketing, and computer education teachers set forth in this Section, those who specialize in the teaching of business computer programming shall be required to understand and demonstrate competence in computer technology, systems, and programming as specified in this subsection (i).
 - 1) Knowledge Indicators - The competent business, marketing, and computer education teacher:
 - A) understands the logic and abstraction of programming.
 - B) understands the societal issues of computing.
 - C) understands computer architecture and operating systems.
 - D) understands the theory of networking.
 - E) understands database management concepts.
 - 2) Performance Indicators - The competent business, marketing, and computer education teacher:
 - A) designs, codes, enters, runs, and debugs computer programs.
 - B) differentiates among generations of programming languages.
 - C) analyzes the impact of computers on society and the

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environment.

- D) configures, installs, and upgrades computer systems.
- E) installs, upgrades, and customizes application software.
- F) diagnoses and solves problems with various types of operating systems.
- G) compares and contrasts network topologies.
- H) plans and designs communication systems.
- I) applies knowledge of protocol standards to solve connectivity problems.
- J) creates, edits, adds, and deletes records using database management software.
- K) performs queries and create reports using database management software.

Section 27.420 English as a New Language (ENL)

As used in this Section "ENL teacher" refers to bilingual education teachers and teachers of English as a second language.

- a) Content Knowledge - The competent ENL teacher has a comprehensive command of the language of instruction, subject matter, methods of inquiry, and structure of the discipline(s) and creates learning experiences that make the content meaningful to all students while building on the students' linguistic and cultural diversity.
 - 1) Knowledge Indicators - The competent ENL teacher:
 - A) understands the main concepts, assumptions, debates, principles, and theories central to the teaching of students for whom English is a new language.
 - B) understands how students' conceptual frameworks and previous experiences relate to a domain of knowledge and can influence their learning.
 - C) understands the relationship between content-area domains and instruction for ENL learners.
 - D) understands the process involved in second language acquisition and in learning content through a second language (ESL and bilingual teachers) and in learning content through a non-English language (bilingual teacher).
 - E) understands the relationship between proficiency in English and the non-English language to life and career applications.
 - F) understands the structure of the English language (ESL and bilingual teachers) and the structure of the non-English language (bilingual teachers).
 - 2) Performance Indicators - The competent ENL teacher:
 - A) evaluates teaching resources and curriculum materials for their comprehensibility, inclusivity, accuracy, and appropriateness for students for whom English is a new language.
 - B) uses differing viewpoints, theories, "ways of knowing,"

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methods of inquiry, complexities of language, and choices of language (bilingual teacher) in teaching subject matter concepts.

- C) engages students in generating and testing knowledge using a variety of methods that are appropriate for students for whom English is a new language.
- D) designs learning experiences to promote students' skills in the use of appropriate technologies in all areas of study.
- E) anticipates and adjusts instruction to facilitate optimal learning for all students, deliberately attempting to challenge all students and holding them to high expectations.
- F) uses a variety of instructional strategies, including language scaffolding and various modalities of learning to help students develop in-depth conceptual understanding and applications of subject matter.
- G) facilitates learning experiences that make connections to English, students' proficiency in two or more languages, other content areas, and life and career experiences.
- H) considers the students' native language, prior knowledge, and educational background in the design, planning, and delivery of instruction for ENL learners.
- I) facilitates students' transfer of knowledge and strategies from one language to another.

- b) Human Development - The competent ENL teacher understands how individuals grow, develop, and learn and provides effective learning opportunities that support the intellectual, social, linguistic, and personal development of all students.

- 1) Knowledge Indicators - The competent ENL teacher:

- A) understands that students construct knowledge, acquire skills, and develop habits of mind through the use of their native language and through a second language.
 - B) understands that factors such as the students' cultures, socioeconomic status, previous experiences, and emotional and cognitive development can influence learning.
 - C) understands that human development, the neural system, and the range of individual variation within each domain are mediated by language and culture.
 - D) understands how the acculturation process affects students' development.
 - E) understands that educational systems vary and that differences in approaches to learning and performance interact with development.
 - F) understands how to include student development factors and the students' social, cultural, and educational backgrounds in order to make appropriate instructional decisions and promote a multicultural school climate.
- 2) Performance Indicators - The competent ENL teacher:

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- A) analyzes individual and group performance in order to design instruction that meets learners' current needs.
- B) provides opportunities for students to reflect and build upon their prior knowledge to gain in-depth academic knowledge, concepts, skills, cultural competence and language proficiency in English and the non-English language.
- C) introduces concepts and principles at different levels of competency, taking into consideration language and culture so that the concepts and principles are meaningful to students at their varying levels of development and need.
- D) incorporates students' home language and culture in the design, planning, and implementation of a multicultural school climate.

- c) Diversity - The competent ENL teacher understands how students differ in their approaches to learning based on their cultural backgrounds and individual experiences and creates instructional opportunities that are adapted to diverse learners.

- 1) Knowledge Indicators - The competent ENL teacher:

- A) understands various disabilities as they may affect the learning of students from culturally diverse backgrounds.
 - B) understands how individual experiences, talents, prior knowledge, language, culture, and family and community values influence students' learning.
 - C) understands differences in approaches to learning and performance, including different learning styles, multiple intelligences, and performance modes.
 - D) understands cultural dynamics and community diversity through a well-grounded framework.
 - E) understands the process of acculturation and the instructional strategies that can be used to facilitate the learning of culture for all students.
- 2) Performance Indicators - The competent ENL teacher:
- A) creates a learning community in which individual and cultural differences are respected and celebrated.
 - B) uses multiple cultural perspectives and individual students' experiences to inform and enrich instruction.
 - C) makes appropriate provisions (in terms of time and circumstances for work, tasks assigned, communication, and response modes) for all students based on their individual learning differences or needs.
 - D) seeks and uses information about students' families, culture, and communities as a basis for connecting instruction to students' experiences.
 - E) identifies when and how to access appropriate services or resources to assist students with exceptional learning needs.
 - F) uses strategies to mediate cross-cultural conflicts and

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teach collaborative skills to students.

- G) evaluates and uses appropriate materials that feature multiple perspectives and authentic information and that are free of bias.

- H) implements instructional experiences that facilitate students' adaptation to U.S. society while validating and maintaining the students' own cultures.

- d) Planning and Instruction - The competent ENL teacher understands instructional planning and designs instruction based upon knowledge of the discipline, educational materials, technology, diversity of the community, and curriculum goals.

1) Knowledge Indicators - The competent ENL teacher:

- A) understands the Illinois Learning Standards, curriculum development, subject-area content, learning theory, language acquisition, and student development and knows how to incorporate this knowledge in planning and instruction.

- B) understands how to develop short- and long-range plans consistent with curriculum goals, learners' diversity (including linguistic and cultural aspects), and learning theory.

- C) understands how to take into account the students' language proficiency, interests, and career needs in planning instruction.

- D) understands when and how to adjust plans based on students' responses and other contingencies, such as prior content-area knowledge and level of English proficiency.

- E) understands how to integrate technology into classroom instruction and student assessment.

- F) understands how to review and evaluate instructional materials.

- G) understands that a student's native language is a valuable tool for advancing learning.

- H) understands how to use the student's native language to advance learning (bilingual teacher).

2) Performance Indicators - The competent ENL teacher:

- A) establishes high expectations for students' learning in content areas, in English (ESL and bilingual teacher) and in the non-English language (bilingual teacher).

- B) applies principles of scope and sequence when planning curriculum and instruction.

- C) creates short- and long-term plans to achieve expectations for student learning.

- D) creates multiple learning activities that allow for variation in students' learning styles, performance modes, and levels of English language proficiency.

- E) incorporates students' multicultural experiences into instructional practices that relate to the students' current life experiences and to future career and work experiences.

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- F) creates approaches to learning that are interdisciplinary and address various modalities of learning.

- G) develops plans based on students' responses and provides for different pathways based on students' needs.

- H) uses teaching resources and materials that are inclusive and non-biased and that have been evaluated for accuracy and usefulness.

- I) accesses and uses a wide range of information, instructional technologies, and approaches in assessment and instruction.

- J) creates the opportunity for meaningful communication that allows students to interact with subject matter while building proficiency in English (ESL and bilingual teachers) and the non-English language (bilingual teachers).

- K) uses content as a means for language learning and language development.

- L) creates real-world experiences for students.

- M) provides meaningful classroom experiences that are developmentally appropriate for ENL students who have exceptional needs.

- e) Learning Environment - The competent ENL teacher understands the use of individual and group motivation and behavior to establish a caring, inclusive, safe, and linguistically and culturally rich community of learning.

1) Knowledge Indicators - The competent ENL teacher:

- A) understands principles of and strategies for effective classroom management by minimizing inter- and intra-group friction and fostering understanding and respect among all cultural groups.

- B) understands how individuals influence groups and how groups function in a multicultural environment.

- C) understands how to help students work cooperatively and productively in groups so that all students feel empowered.

- D) understands cultural and linguistic factors that influence motivation and engagement in the learning process to help students become self-motivated.

2) Performance Indicators - The competent ENL teacher:

- A) creates an atmosphere where students from linguistically and culturally diverse backgrounds feel welcomed, valued, respected, confident, and challenged.

- B) uses strategies to create a smoothly functioning learning community in which culturally and linguistically diverse students assume responsibility for themselves and one another, participate in decision making, work collaboratively and independently, use appropriate technology, and engage in purposeful learning activities.

- C) analyzes the classroom environment to enhance social relationships, students' motivation, mutual respect, cooperation, and support for students from linguistically

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and culturally diverse backgrounds.
D) organizes, allocates, and manages time, materials, and physical space in order to engage all students in productive tasks.

f) Instructional Delivery - The competent ENL teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving and performance skills in the learning of both content and languages.

1) Knowledge Indicators - The competent ENL teacher:

A) understands the cognitive processes associated with various kinds of learning and how these processes can be encouraged in students for whom English is a new language.
B) understands principles, advantages, and limitations of various instructional strategies as applied to all content areas and learning styles.

C) understands how to facilitate learning through the use of a wide variety of materials as well as human and technological resources for ENL students.

D) understands the disciplinary and interdisciplinary approaches to learning as applied to individual instruction and how they relate to life and career experiences for ENL students.

2) Performance Indicators - The competent ENL teacher:

A) evaluates how to achieve learning goals and make instructional modifications to meet students' needs.

B) uses appropriate teaching and learning strategies in English (ESL and bilingual teacher) and the students' native language (bilingual teacher) to engage students in active learning opportunities that promote the development of critical thinking, problem solving, and performance capabilities that help students assume responsibility for identifying and using learning resources.

C) monitors and adjusts strategies in response to learners' feedback.

D) varies his/her role in the instructional process as instructor, facilitator, coach, or audience in relation to the content and purposes of instruction and the needs of students.

E) diversifies instruction to meet the needs of a culturally and linguistically diverse student body.

F) uses a wide range of appropriate technologies to enhance students' learning and to build students' competencies and confidence in the use of such devices.

G) develops curriculum that demonstrates an interconnection among subject areas, English proficiency, and students' bilingualism that reflects life and career possibilities.

9) Communications - The competent ENL teacher uses knowledge of effective written, verbal, nonverbal, and visual communication techniques to

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foster active inquiry, collaboration and supportive interaction in the classroom.

1) Knowledge Indicators - The competent ENL teacher:

A) understands communication theory, language development and the role of language learning as it pertains to first and second language acquisition.

B) understands how cultural and gender differences can affect communication in the classroom.

C) understands the social, intellectual, and political implications of language use.

D) understands the importance of audience and purpose when selecting ways to communicate appropriately in both academic and social settings.

E) understands that literacy is a developmental process and a necessary aspect of first and second language learning.

F) understands approaches, methodologies, and strategies that promote first and second language acquisition.

G) understands that language acquisition is a constructive process and that language learning is an interactive process.

2) Performance Indicators - The competent ENL teacher:

A) models accurate, effective communication when conveying ideas and information and when asking questions and responding to students in the language of instruction.

B) develops and effectively uses appropriate levels of instruction.

C) uses effective questioning techniques and stimulates discussion using the language of instruction for specific instructional purposes.

D) creates and modifies the learning environment to enable linguistically diverse students to use effective written, verbal, nonverbal, and visual communication in English (ESL and bilingual teacher) and the non-English language (bilingual teacher).

E) models culturally sensitive behavior when practicing effective listening, conflict resolution, and group-facilitation skills.

F) uses a variety of communicative tools to make language comprehensible and to lower anxiety when eliciting student expression.

G) provides learning experiences that use conventional and technological means of communication.

h) Assessment - The competent ENL teacher understands various formal and informal assessment strategies and uses them to support the continuous development of all students.

1) Knowledge Indicators - The competent ENL teacher:

A) understands how to assess how well students are meeting the Illinois Learning Standards.

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- B) understands the purposes, characteristics, and limitations of different kinds of assessments for students for whom English is a new language.
- C) understands measurement theory and assessment-related issues such as validity, reliability, bias, and scoring.
- D) understands how to use assessment results to reflect on and modify teaching.
- E) understands how to select, construct, and use assessment strategies and instruments for diagnosis and evaluation of learning and instruction in English (ESL and bilingual teacher) and the non-English language (bilingual teacher).
- 2) Performance Indicators - The competent ENL teacher:
- A) appropriately uses assessment results to diagnose learning difficulties and design teaching strategies to meet the learning needs of students for whom English is a new language.
- B) uses a variety of formal and informal assessments to evaluate the understanding, progress, and performance of the individual student and the class as a whole.
- C) involves students in self-assessment activities to help them become aware of their strengths and needs and encourage them to establish goals for learning.
- D) maintains useful and accurate records of students' work and performance and communicates students' progress knowledgeably and responsibly to students, parents, and colleagues.
- E) uses appropriate technologies to monitor and assess students' progress.
- F) involves students in appropriate instructional activities that allow for the assessment and development of social skills.
- i) Collaborative Relationships - The competent ENL teacher understands the role of the community in education and develops and maintains collaborative relationships with colleagues, parents/guardians, and the community to support students' learning and well-being.
- 1) Knowledge Indicators - The competent ENL teacher:
- A) understands the community the school serves to better communicate with parents.
- B) understands the benefits, barriers, and techniques involved in establishing and fostering relationships with parents/families.
- C) understands school- and work-based learning environments and the need for collaboration with community businesses and agencies to promote cooperation among educational partners.
- D) understands collaborative skills that are necessary to interact on behalf of students.
- 2) Performance Indicators - The competent ENL teacher:
- A) fosters collaboration with others who affect the ways the

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- system meets students' needs.
- B) creates forums and two-way communication vehicles to foster home and school links that build effective learning climates for ENL students and their families.
- C) seeks opportunities and develops relationships with parents, guardians, and extended family to acquire an understanding of the students' lives and culture.
- D) joins collaborative groups that form partnerships with local businesses and agencies to seek equitable learning opportunities for students.
- E) uses a variety of means to communicate educational goals, standards, and implications of instructional activities and student assessment results to parents, students, colleagues, collaborative partners, and the educational community at large.
- F) works with colleagues in an interdisciplinary manner to develop an integrative, pluralistic learning environment that values the background of all students.
- j) Reflection and Professional Growth - The competent ENL teacher is a reflective practitioner who continually evaluates how his/her choices and actions affect culturally and linguistically diverse students and their parents and therefore seeks opportunities to grow professionally from interactions with students, their parents and other professionals.
- 1) Knowledge Indicators - The competent ENL teacher:
- A) understands that reflection is an integral part of professional growth and improvement of instruction.
- B) understands how his/her own philosophy, culture, and experiences affect the instruction of culturally and linguistically diverse learners.
- C) understands a variety of self-assessment strategies.
- D) understands the research in the field of ESL and bilingual education on language learning and on the cognitive/academic development of ENL learners.
- E) understands where to find resources for professional development in the field.
- F) understands the need to continually analyze, evaluate, and use research-based best practices.
- 2) Performance Indicators - The competent ENL teacher:
- A) uses classroom observation, on-going assessment, pedagogical knowledge, and research as sources for reflection, evaluation, and revision of practice.
- B) examines and evaluates his/her own strengths and weaknesses and employs that knowledge in planning for instruction.
- C) analyzes varied perspectives and keeps abreast of significant developments and debates in the field of teaching ENL learners.
- D) interacts with other professionals, explores new resources,

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studies the professional literature, participates in advanced educational programs, and contributes to the advancement of the profession of teaching ENL learners.

k) Professional Conduct and Leadership - The competent ENL teacher understands education as a profession, maintains standards of professional conduct, and provides leadership to improve the learning and well-being of students for whom English is a new language.

1) Knowledge Indicators - The competent ENL teacher:

- A) understands the unique characteristics of the bilingual/ESL education profession and the ethical considerations that apply to educators.
- B) understands the goals of diverse programs and services, how they are organized, and how they operate within the local school context for ENL students.
- C) understands school and district policies and procedures for serving ENL students.
- D) understands the Illinois mandate for assessing and providing services to ENL learners.
- E) understands the importance of active participation and leadership in professional education organizations.

2) Performance Indicators - The competent ENL teacher:

- A) provides leadership to administrators and instructional staff on ways to meet the needs of ENL learners for academic success and comfort in their new educational and social setting.
- B) espouses the value of multilingualism and serves as an advocate for the appropriate use of the non-English language in the school setting.
- C) seeks to ensure that proper identification, assessment, placement, referral, and reclassification procedures are followed and that ENL students receive appropriate and equitable services and meaningful instruction.
- D) advocates for equal access to extracurricular and enrichment activities for ENL learners and participates in and leads student organizations.
- E) engages families of ENL learners in ways that enable and empower them to advocate on their own behalf.
- F) reviews existing structures and policies; challenges ideas, requirements, and curricular assumptions that may inhibit effectiveness, equity, school quality, and learning; and initiates and develops curricular and staff development projects and programs that enhance learning for ENL students.
- G) contributes knowledge and expertise about teaching ENL learners to the profession and actively influences norms in the school, encouraging collaboration and professionalism within a multicultural context.
- H) meets with local education agencies, professional

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organizations, and/or community organizations to advocate for ENL learners.

I) follows codes of professional conduct, school policy, and procedures, respecting the boundaries of professional responsibilities when working with students, families, colleagues, and community organizations.

Section 27.430 Family and Consumer Sciences

a) The competent family and consumer sciences teacher understands the foundations of work, the career development process, occupational skills standards, and workplace skill requirements.

1) Knowledge Indicators - The competent family and consumer sciences teacher:

- A) understands the history, organization, and future of work and how work relates to needs and functions of the economy and society.
- B) understands career development concepts, the relationship between work and learning, and the career planning process.
- C) understands the relevant Illinois Occupational Skills Standards or industry standards, as applicable.

2) Performance Indicators - The competent family and consumer sciences teacher:

- A) relates workplace cultural expectations to workplace skills.
- B) develops partnerships with members of the business community to provide learning opportunities for students.
- C) provides advice in the career planning process.
- D) selects appropriate skill standards for the program areas.

b) The competent family and consumer sciences teacher demonstrates the ability to plan, deliver, and evaluate instruction based upon knowledge of subject matter in the field; student organizations; student, community and work needs; curriculum goals; and findings of educational research.

1) Knowledge Indicators - The competent family and consumer sciences teacher:

- A) understands pedagogy unique to the discipline.
- B) understands the rationale for integrating student organizations' activities into the curriculum.
- C) understands professional literature relating to specific content area and to workplace needs.
- D) understands economic/socio-economic conditions, patterns of business development, and changing labor and career opportunities and their impact on the relevancy of classroom instruction.

2) Performance Indicators - The competent family and consumer sciences teacher:

- A) utilizes appropriate pedagogy unique to the individual discipline within career and technical education.

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- B) creates learning environments and classroom activities that develop life/workplace skills and knowledge in the discipline.
- C) identifies and utilizes educational research findings that justify teaching strategies.
- D) applies curricular content and processes in order to achieve the goals of student organizations.
- E) applies post-secondary admission standards and occupational skill standards when designing curriculum and assessment.
- F) designs appropriate assessment plans for students.
- G) develops collaborative partnerships with students, colleagues, community, business/industry, and parents to maximize resources.
- H) participates in appropriate professional organizations and develops a plan for continued personal and professional growth.
- I) plans, organizes, and manages laboratories/technical facilities for instruction that meet diverse needs of students (i.e., safety, inventory, filing, requisitioning equipment and materials, maintenance, budgeting).
- J) implements laws and policies relating to safe environments and incorporates appropriate safety standards, healthy practices, and ergonomic needs.
- c) The competent family and consumer sciences teacher understands the process of reading and demonstrates instructional abilities to teach reading in the content area of family and consumer sciences.
- 1) Knowledge Indicators - The competent family and consumer sciences teacher:
- A) understands that the reading process is the construction of meaning through the interactions of the reader's background knowledge and experiences, the information in the text, and the purpose of the reading situation.
- B) recognizes the relationships among the four language arts (reading, writing, listening, and speaking), and knows how to provide opportunities to integrate these through instruction.
- C) understands how to design, select, modify, and evaluate materials in terms of the reading needs of the learner.
- D) understands the importance of and encourages the use of literature for adolescents in the curriculum and for independent reading.
- E) understands the relationship between oral and silent reading.
- F) understands the role of subject-area vocabulary in developing reading comprehension.
- G) understands the importance of the unique study strategies required of the specific content area in developing reading comprehension.

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- H) understands the importance of the relationship between assessment and instruction in planning.
- 2) Performance Indicators - The competent family and consumer sciences teacher:
- A) plans and teaches lessons for students that develop comprehension of content-area materials through instructional practices that include analyzing critically, evaluating sources, synthesizing, and summarizing material.
- B) plans and teaches lessons on how to monitor comprehension and correct confusions and misunderstandings that arise during reading.
- C) plans and models use of comprehension strategies before, during, and after reading of text.
- D) provides opportunities for students to develop content-area vocabulary through instructional practices that develop connections and relationships among words, use of context clues, and understanding of connotative and denotative meaning of words.
- E) plans and teaches lessons that encourage students to write about the content read in order to improve understanding.
- F) plans and teaches lessons for students to develop study strategies that include previewing and preparing to read text effectively, recognizing organizational patterns unique to informational text, and using graphic organizers as an aid for recalling information.
- G) plans and teaches units that require students to carry out research or inquiry using multiple texts, including electronic resources.
- H) provides continuous monitoring of students' progress through observations, work samples, and various informal reading assessments.
- I) analyzes and evaluates the quality and appropriateness of instructional materials in terms of readability, content, length, format, illustrations, and other pertinent factors.
- J) promotes the development of an environment that includes classroom libraries that foster reading.
- d) Comprehensive Standard for Family and Consumer Sciences Educators: The competent family and consumer sciences teacher guides learners to develop their abilities in identifying, creating, and evaluating goals and alternative solutions to significant recurring issues of everyday life. In addition to competencies in family relationships, parenting-interpersonal relationships, consumer and resource management, and human/child development, standards must also be met in at least one of the following three areas: nutrition, wellness and hospitality, apparel and textiles, or living environments.
- 1) Knowledge Indicators - The competent family and consumer sciences teacher:
- A) comprehends the work of the family, which involves

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resolution of the everyday situations faced by families, including maintaining adequate nutrition, meeting clothing and textile needs, providing a positive physical and emotional environment for family members, and balancing the requirements of employment and family life.

- B) comprehends critical and creative thinking skills to address the significant recurring issues of everyday life for individuals and families.
 - C) comprehends the variety of family structures which contribute to the optimal development of individual members.
 - D) comprehends management processes for individual and family resource utilization, including food, clothing, shelter, utilities, health care, recreation, and transportation.
 - E) comprehends the principles of human development throughout the life span.
 - F) comprehends factors that contribute to personal and family wellness in both physical and mental dimensions.
 - G) comprehends the influence of public policy on family well-being.
 - H) comprehends the unique perspective of family and consumer sciences, which integrates the knowledge of resource utilization (clothing, food, housing, money, time, and other resources related to daily needs of families) with the knowledge of human development to enhance family well-being.
 - I) comprehends the value of human worth and accepting responsibility for one's actions for success in family and work life.
 - J) comprehends the use of Family, Career and Community Leaders of America (FCCLA) to promote students' learning, chapter leadership, and community activities and services.
- 2) Performance Indicators - The competent family and consumer sciences teacher:
- A) demonstrates the ability to apply knowledge of family systems of action to a family- or consumer-oriented issue.
 - B) integrates family and consumer sciences knowledge to address everyday situations faced by families in different circumstances.
 - C) analyzes the impact of family as a system on individuals and society.
 - D) demonstrates appreciation for diverse perspectives, needs, and characteristics of individuals and families.
 - E) applies the unique perspective of family and consumer sciences, which integrates knowledge of resource utilization (clothing, food, housing, money, time, and other resources related to daily needs of families) with knowledge of human development to enhance family well-being.
 - F) creates unique solutions for everyday situations based on unique family circumstances and structures.

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- G) evaluates mechanisms for developing public policies that will have a positive impact on family and individual well-being.
 - H) displays skills in responsible citizenship and leadership for improving the family, community, and work environments.
 - I) applies technology to carry out functions of the family and career responsibilities.
 - J) demonstrates the use of FCCLA student learning and development activities, chapter development activities and projects, and community services and activities.
- e) Family Relationships, Parenting, and Interpersonal Relationships - The competent family and consumer sciences teacher understands significant recurring issues that establish and enhance family well-being.
- 1) Knowledge Indicators - The competent family and consumer sciences teacher:
- A) comprehends the significance of family and its impact on the well-being of individuals and society.
 - B) comprehends strategies which integrate knowledge, skills, and practices required for roles and relationships in the family, community, and workplace.
 - C) comprehends the impact of parenting roles and responsibilities on strengthening the well-being of individuals and families.
 - D) comprehends career paths in family and human services.
- 2) Performance Indicators - The competent family and consumer sciences teacher:
- A) identifies societal conditions and cultural differences that affect family, parenting, and interpersonal relationships across the life span.
 - B) examines the impact of various stages of the family life cycle on interpersonal relationships.
 - C) analyzes functions and expectations of various types of relationships.
 - D) examines factors and processes needed to build and maintain healthy family, parenting, and interpersonal relationships.
 - E) examines skills and conditions needed to create an environment that encourages and respects the ideas, perspectives, and contributions of all group members in the family, workplace, and community.
 - F) evaluates parenting practices that maximize human growth and potential.
 - G) determines consequences of parenting practices for the individual, family, and society.
 - H) evaluates external support systems, community resources, and public policies and human services that provide services for parents and families.
 - f) Consumer and Resource Management - The competent family and consumer sciences teacher utilizes knowledge of the interrelatedness between

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the family and its environments in addressing significant recurring issues in the management and allocation of resources.

1) Knowledge Indicators - The competent family and consumer sciences teacher:

- A) comprehends policies that support consumer rights and responsibilities.
- B) comprehends the impact of technology on individual and family resources.
- C) comprehends interrelationships between the economic system and consumer actions.
- D) comprehends that management of human and non-human resources can help individuals and families meet goals across the life span.
- E) comprehends principles of money management, including comparison shopping, installment purchasing, budgeting, saving, investing, and retirement planning.
- F) comprehends career paths within consumer and financial service industries.

2) Performance Indicators - The competent family and consumer sciences teacher:

- A) manages individual and family resources, including food, clothing, shelter, utilities, health care, recreation, and transportation.
- B) analyzes policies that support consumer rights and responsibilities.
- C) analyzes interrelationships between the economic system and consumer actions.
- D) applies management processes for human and non-human resources in meeting the goals of individuals and families across the life span.
- E) evaluates the principles of money management, including comparison shopping, installment purchasing, budgeting, saving, investing, and retirement planning and use of financial services.

g) Human and Child Development - The competent family and consumer sciences teacher understands and is able to address issues that affect human growth and development across the life span within the family context and in educational services.

1) Knowledge Indicators - The competent family and consumer sciences teacher:

- A) comprehends the principles of physical, emotional, social, and intellectual growth and development across the life span and the interrelationship among them.
- B) comprehends the impact of biological, social, economic, and technological conditions that influence human growth and development.
- C) comprehends the effects of gender, ethnicity, culture, family relationships, and life events on individual

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development needs.

D) comprehends the principles and procedures of conflict resolution.

E) comprehends career paths in human and child development and educational and human services.

2) Performance Indicators - The competent family and consumer sciences teacher:

- A) analyzes principles of physical, emotional, social, and intellectual growth and development across the life span and the interrelationship among them.
- B) analyzes the impact of biological, social, economic, and technological conditions that influence human growth and development.
- C) analyzes the effects of gender, ethnicity, culture, family relationships, and life events on individual development needs.
- D) explores career paths in human and child development and educational and human services.
- h) Nutrition, Wellness, and Hospitality - The competent family and consumer sciences teacher understands and applies advanced expertise in nutrition, wellness, and hospitality when addressing significant recurring issues relating to nutrition, wellness, and food practices that enhance individual, consumer, and family well-being.

1) Knowledge Indicators - The competent family and consumer sciences teacher who teaches nutrition, wellness, and hospitality:

- A) comprehends the factors that influence nutrition and wellness practices across the human life span.
- B) comprehends the principles for acquiring, handling, preparing, and serving foods to meet the nutrition and wellness needs of individuals and families across the life span.
- C) comprehends food safety and sanitation practices from production through consumption.
- D) comprehends the impact of science and technology on food composition, safety, and other issues.
- E) comprehends career paths in the nutrition, food, and hospitality industries and services.

2) Performance Indicators - The competent family and consumer sciences teacher who teaches nutrition, wellness, and hospitality:

- A) evaluates the nutritional needs of individuals and families in relation to health and wellness across the life span.
- B) demonstrates ability to acquire, handle, prepare, and use foods to meet nutrition and wellness needs of individuals and families across the life span.
- C) evaluates safety and sanitation practices from production through consumption.
- D) applies scientific and technological principles to the areas

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- of food composition, safety, and other issues.
- E) evaluates knowledge, skills, and practices required for careers in the nutrition, food, and hospitality industries.
- i) Apparel and Textiles - The competent family and consumer sciences teacher understands and applies advanced expertise in textiles and apparel when addressing significant recurring issues relating to apparel and textiles to enhance the individual's and family's near environment.
- 1) Knowledge Indicators - The competent family and consumer sciences teacher who teaches apparel and textiles:
- comprehends the properties, characteristics, and uses of fibers and textiles.
 - comprehends the elements of textile and apparel production and merchandising.
 - comprehends the principles, factors, and conditions which influence textile and apparel needs of individuals and families across the life span.
 - comprehends the impact of technology, globalization, and environmental issues on textile and apparel availability, selection, and use.
 - comprehends career paths within the textile and apparel industries, including wholesale/retail and design operations.
- 2) Performance Indicators - The competent family and consumer sciences teacher who teaches apparel and textiles:
- creates a pleasing work environment that provides safety and security.
 - evaluates apparel and textile principles, processes, and quality.
 - applies processes needed to construct, alter, care for, and repair textile products and apparel.
 - analyzes apparel and textile principles and processes in family and commercial settings.
 - examines the impact of technology, globalization, and environmental issues on textile and apparel availability, selection, and use.
 - analyzes career paths within the textile and apparel design industries, including wholesale/retail operations.
- j) Living Environments - The competent family and consumer sciences teacher understands and applies advanced expertise in living environments when addressing significant recurring issues relating to housing, interiors, and furnishings to enhance quality of life.
- 1) Knowledge Indicators - The competent family and consumer sciences teacher who teaches living environments:
- comprehends housing alternatives in relation to individual and family needs and available resources.
 - comprehends the use of housing and interior furnishings and products in meeting individual and family needs.

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- comprehends historical, cultural, economic, and technological influences on architectural and furniture design and development.
 - comprehends the effect of principles and elements of design in housing and interiors.
 - comprehends career paths within the housing, interiors, and furnishings industry.
- 2) Performance Indicators - The competent family and consumer sciences teacher who teaches living environments:
- critiques housing alternatives in relation to individual and family needs and available resources.
 - selects appropriate housing and interior furnishings and products to meet individual and family needs.
 - analyzes historical, cultural, economic, and technological influences on architectural and furniture design and development.
 - evaluates clients' needs, goals, and resources in creating design plans for housing, interiors, and furnishings.
 - analyzes career paths within the housing, interiors, and furnishings industries, including wholesale/retail operations.
- Section 27.440 Health Careers
- The competent health careers teacher understands the foundations of work, the career development process, occupational skills standards, and workplace skill requirements.
 - Knowledge Indicators - The competent health careers teacher:
 - understands the history, organization, and future of work and how work relates to needs and functions of the economy and society.
 - understands career development concepts, the relationship between work and learning, and the career planning process.
 - understands the relevant Illinois Occupational Skills Standards or industry standards, as applicable.
 - Performance Indicators - The competent health careers teacher:
 - relates workplace cultural expectations to workplace skills.
 - develops partnerships with members of the business community to provide learning opportunities for students.
 - provides advice in the career planning process.
 - selects appropriate skill standards for the program areas.
 - The competent health careers teacher demonstrates the ability to plan, deliver, and evaluate instruction based upon knowledge of subject matter in the field; student organizations; student, community and work needs; curriculum goals; and findings of educational research.
 - Knowledge Indicators - The competent health careers teacher:
 - understands pedagogy unique to the discipline.
 - understands the rationale for integrating student

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organizations' activities into the curriculum.
C) understands professional literature relating to specific content area and to workplace needs.

D) understands economic/socio-economic conditions, patterns of business development, and changing labor and career opportunities and their impact on the relevancy of classroom instruction.

2) Performance Indicators - The competent health careers teacher:

A) utilizes appropriate pedagogy unique to the individual discipline within career and technical education.

B) creates learning environments and classroom activities that develop life/workplace skills and knowledge in the discipline.

C) identifies and utilizes educational research findings that justify teaching strategies.

D) applies curricular content and processes in order to achieve the goals of student organizations.

E) applies post-secondary admission standards and occupational skill standards when designing curriculum and assessment.

F) designs appropriate assessment plans for and by students.

G) develops collaborative partnerships with students, colleagues, community, business/industry, and parents to maximize resources.

H) participates in appropriate professional organizations and develops a plan for continued personal and professional growth.

I) plans, organizes, and manages laboratories/technical facilities for instruction that meet diverse needs of students (i.e., safety, inventory, filing, requisitioning equipment and materials, maintenance, budgeting).

J) implements laws and policies relating to safe environments and incorporates appropriate safety standards, healthy practices, and ergonomic needs.

c) The competent health careers teacher understands the process of reading and demonstrates instructional abilities to teach reading in the content area of health careers education.

1) Knowledge Indicators - The competent health careers teacher:

A) understands that the reading process is the construction of meaning through the interactions of the reader's background knowledge and experiences, the information in the text, and the purpose of the reading situation.

B) recognizes the relationships among the four language arts (reading, writing, listening, and speaking), and knows how to provide opportunities to integrate these through instruction.

C) understands how to design, select, modify, and evaluate materials in terms of the reading needs of the learner.

D) understands the importance of and encourages the use of

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literature for adolescents in the curriculum and for independent reading.

E) understands the relationship between oral and silent reading.

F) understands the role of subject-area vocabulary in developing reading comprehension.

G) understands the importance of the unique study strategies required of the specific content area in developing reading comprehension.

H) understands the importance of the relationship between assessment and instruction in planning.

2) Performance Indicators - The competent health careers teacher:

A) plans and teaches lessons for students that develop comprehension of content-area materials through instructional practices that include analyzing critically, evaluating sources, synthesizing and summarizing material.

B) plans and teaches lessons on how to monitor comprehension and correct confusions and misunderstandings that arise during reading.

C) plans and models use of comprehension strategies before, during, and after reading of text.

D) provides opportunities for students to develop content-area vocabulary through instructional practices that develop connections and relationships among words, use of context clues, and understanding of connotative and denotative meaning of words.

E) plans and teaches lessons that encourage students to write about the content read in order to improve understanding.

F) plans and teaches lessons for students to develop study strategies that include previewing and preparing to read text effectively, recognizing organizational patterns unique to informational text, and using graphic organizers as an aid for recalling information.

G) plans and teaches units that require students to carry out research or inquiry using multiple texts, including electronic resources.

H) provides continuous monitoring of students' progress through observations, work samples, and various informal reading assessments.

I) analyzes and evaluates the quality and appropriateness of instructional materials in terms of readability, content, length, format, illustrations, and other pertinent factors.

J) promotes the development of an environment that includes classroom libraries that foster reading.

d) The health careers teacher shall be currently registered, licensed, or certified to practice in the specific health profession for which he/she has been educated.

1) Knowledge Indicator - The competent health careers teacher

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understands the body of knowledge necessary to fulfill requirements for obtaining a license, certificate, or registration to practice in a specific health career.

- 2) Performance Indicator - The competent health careers teacher demonstrates the expertise required to obtain a license, certificate, or registration in a specific health career.

e) The competent health careers teacher understands the basic concepts and issues in health care.

- 1) Knowledge Indicators - The competent health careers teacher:
 - A) understands the concepts of wellness and illness and basic health maintenance practices.
 - B) understands career development concepts, understands career ladders and occupational restrictions within the health field.

- 2) Performance Indicators - The competent health careers teacher:

- A) exhibits workplace skills and relates workplace cultures/expectations.
- B) demonstrates the ability to develop partnerships with individuals and agencies in health care systems to provide access to learning opportunities.

f) The competent health careers teacher understands human biology, growth, and development.

- 1) Knowledge Indicators - The competent health careers teacher:
 - A) understands basic functions of and relationships among the systems of the human body.
 - B) understands human physical, cognitive, emotional, and social growth and development.

- 2) Performance Indicator - The competent health careers teacher recognizes how human biology affects growth and development.

g) The competent health careers teacher explains health maintenance and disease prevention.

- 1) Knowledge Indicators - The competent health careers teacher:
 - A) understands nutritional principles, nutritional requirements, and health problems involving nutrition.
 - B) understands the impact of stress and the need for exercise, rest, relaxation, and sleep.
 - C) understands causes and prevention of communicable diseases.
 - D) understands non-communicable diseases, hereditary diseases, chronic diseases, disabilities, and terminal illnesses.
 - E) understands social pathologies including violence, child and spousal abuse, sexual abuse, and substance abuse.
 - F) understands causes and treatments of mental illness.
 - G) understands community and societal health.

- 2) Performance Indicators - The competent health careers teacher:

- A) promotes healthy habits.
- B) assists students and clients to model principles of health maintenance and disease prevention.

h) The competent health careers teacher demonstrates fundamental

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procedures in patient care and safety precautions in health situations.

- 1) Knowledge Indicators - The competent health careers teacher:

- A) understands fundamental patient care procedures.
- B) understands standard transmission (universal) and OSHA standards.

- 2) Performance Indicators - The competent health careers teacher:

- A) executes fundamental procedures in patient care and safety precautions in health-related situations.
- B) demonstrates emergency medical procedures and procedures for preventing, reporting, and reacting to fires, accidents, and natural disasters.

i) The competent health careers teacher describes the current health care industry.

- 1) Knowledge Indicators - The competent health careers teacher:

- A) understands the current health care industry.
- B) understands career options and requirements in health care.

- 2) Performance Indicators - The competent health careers teacher:

- A) demonstrates ability to work in a health care setting.
- B) demonstrates ability to work within a system.

Section 27.450 Library Information Specialist

a) Information Access and Delivery - The library information specialist provides equitable intellectual and physical access to information and ideas in support of the curriculum for a diverse community of learners.

- 1) Knowledge Indicators - The competent library information specialist:

- A) knows current and developmentally appropriate resources and the strategies for guiding the intellectual access to information.

- B) recognizes the principles of flexible and equitable physical access to information and resources at time and point of need.

- C) understands centralized systems for bibliographic control, materials, equipment circulation, and information distribution.

- D) recognizes the need for policies and procedures and knows strategies for developing and evaluating the collection of materials and equipment needed to support a curriculum that meets the diverse learning needs of students and teachers.

- E) is committed to intellectual freedom and recognizes legal guidelines and professional ethics in regard to information access and use.

- F) recognizes the importance of a positive learning climate in creating appropriate and attractive environments.

- 2) Performance Indicators - The competent library information

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specialist:

- A) anticipates and responds effectively to requests for assistance in using ideas and information.
- B) works cooperatively with the technology coordinator and other educators to provide flexible access to resources, spaces, and technology systems to individuals and groups at time of need, within or outside of regular classroom hours, as appropriate.
- C) catalogs, classifies, and arranges information resources in various forms and media according to recognized standards.
- D) maintains centralized systems for bibliographic control of materials, equipment, and electronic information distribution systems, including computer networks and distance learning facilities.
- E) ensures that policies on information use and distribution are reviewed and approved by appropriate governing bodies.
- F) creates and maintains inviting, attractive physical spaces that encourage a positive learning climate.

- b) Information Access and Delivery - The library information specialist plans and implements the access to and delivery of a full range of information resources and services through the library media program.

- 1) Knowledge Indicators - The competent library information specialist:

- A) teaches and directs students' and staff's use of information resources available within the library resource area, including print, non-print, electronic retrieval storage systems, the Internet, on-line databases, and access to the local and regional library collection holdings for possible inter-library loan requests.
- B) uses and implements distance learning delivery systems, including computer, audio and video conferencing, cable TV, and satellite communications to instruct and inform.

- 2) Performance Indicators - The competent library information specialist:

- A) provides equitable access to multiple media resources with current and appropriate equipment for all students, staff, and the community through extended library hours before and after school.

- B) implements courses and content for students using distance learning technologies as available.

- c) Teaching and Learning - The library information specialist demonstrates knowledge and mastery of information literacy standards for student learning by creating and maintaining a program for a broad learning community.

- 1) Knowledge Indicators - The competent library information specialist:

- A) understands information literacy, efficient and effective access to information, critical and competent evaluation of

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- information, and accurate and creative use of information.
- B) understands, encourages, and promotes opportunities for independent learning and understands various learning styles.

- C) understands social and ethical behavior in regard to information and information technology.

- 2) Performance Indicators - The competent library information specialist:

- A) teaches and demonstrates to students how to structure a search across a variety of sources and formats to locate the best information to meet a particular need.

- B) guides the student to distinguish among facts, points of view, and opinions.

- C) encourages and guides the student to produce and communicate information and ideas in appropriate formats using critical thinking and problem-solving skills.

- D) provides opportunities for students to seek information for personal interest and self-improvement.

- E) presents information creatively in a variety of formats so that students can learn to develop creative products in a variety of formats.

- F) provides an environment that assists students with multiple learning styles.

- G) encourages and assists students to seek information from diverse sources, contexts, disciplines, and cultures through equitable access to information.

- H) teaches and encourages students to respect the principles of intellectual freedom, to respect copyrights and intellectual property rights, and to value the responsible use of technology.

- I) encourages collaboration with the technology specialist and others, both in person and through the use of various technologies, to design, develop, and evaluate information products and solutions.

- d) Teaching and Learning - The library information specialist encourages and engages students in reading, viewing, and listening for understanding and enjoyment. The collection and functions of the library media program respond to various developmental levels, physical and intellectual disabilities, special gifts and talents, diverse cultural backgrounds, and different styles of accessing and processing information.

- 1) Knowledge Indicators - The competent library information specialist:

- A) knows methods of collaboration with the other members of the learning community to ensure that the school library media program is able to meet the individual learning needs of students.

- B) knows literature and methodologies to provide reading,

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listening, and viewing guidance to students and others in the learning community.

- 2) Performance Indicators - The competent library information specialist:

- A) recommends appropriate resources and activities to meet individual learning needs.
- B) collaborates with other members of the learning community to ensure that the school library information program is able to meet the individual learning needs of students.
- C) models the effective and enthusiastic use of print and non-print materials as sources of pleasure and information.
- D) facilitates students' development of information literacy skills.
- E) provides reading, listening, and viewing guidance to students and others in the learning community.

- e) Teaching and Learning - The library information specialist will plan and provide instruction in the five cross-disciplinary abilities as they apply to the Illinois Learning Standards.

- 1) Knowledge Indicators - The competent library information specialist:

- A) understands that the library media program is essential to learning and teaching and must be fully integrated into the curriculum to promote students' achievement of learning goals.
- B) models and promotes collaborative planning and curriculum development that includes creative, effective, and collaborative teaching.

- 2) Performance Indicators - The competent library information specialist:

- A) creates and implements the library media program.
- B) contributes to the school curriculum by attending school and district curriculum meetings.
- C) collaborates with classroom teachers in the creation of integrated classroom assignments and projects.
- D) plans and teaches the latest research techniques and strategies that are applicable to the content area and assignment.
- E) co-teaches and mentors along with the classroom teacher on projects and assignments for students.
- F) serves as a reference person, teacher, and mentor who may help students with issues relating to learning.
- G) collaborates with classroom teachers in the creation and implementation of their content-area standards, goals, and visions.

- f) Teaching and Learning - The library information specialist is knowledgeable about information, instruction, and production-based technologies that enhance learning and teaching. He or she is knowledgeable about both the access to information and the operation

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of the devices that deliver, produce, and manage that information.

- 1) Knowledge Indicators - The competent library information specialist:

- A) has knowledge of selection, installation, management, and maintenance of technologies applicable to the library information center and the larger learning community.
- B) understands how to use word processing, databases, spreadsheets, presentation software, graphics, and production software to support students' learning.
- C) understands the importance of appropriate planning and purchasing to address issues of software and hardware compatibility.
- D) applies effective methods and strategies for teaching the use of technological tools.

- 2) Performance Indicators - The competent library information specialist:

- A) communicates effectively with the technology specialist and other educators about learning technology needs of the students who use the library information center.
- B) collaborates with the technology specialist on issues of software and hardware compatibility.
- C) develops facility plans to include learning technology systems to meet students' needs in the library information center. These include but are not limited to video/playback production units, CD-ROM towers and servers, electronic card catalogues, and on-line reference resources.
- D) works with student learners, assisting them with production application questions and resource analysis, for use in word processing and graphic presentations.
- E) collaborates with the technology specialist to plan budgets and purchases software and hardware that meet the school curriculum needs and support the library information center, the classroom, and individual learning needs of students.
- F) teaches uses of computers and other technological tools and the application of technology-based resources to support instruction.

- g) Teaching and Learning - The library information specialist demonstrates leadership in curricular planning and assessment.

- 1) Knowledge Indicator - The competent library information specialist has knowledge of curriculum in all subject areas and levels, State and national learning standards, and a variety of assessment strategies.

- 2) Performance Indicators - The competent library information specialist:

- A) assists teachers and other educational staff in developing connections among subjects, standards, and strategies for learning.
- B) assists teachers in developing interdisciplinary connections

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using a variety of resources and technologies.

- C) assists teachers and learners in developing appropriate activities for assessing the effectiveness of the curriculum.

h) Communication - The library information specialist communicates effectively with students, faculty, staff, administrators, parents, and the community.

- 1) Knowledge Indicators - the competent library information specialist:

A) is aware of a variety of strategies for communicating with various constituencies.

B) understands the relationship between school climate and effective teaching and learning.

C) understands the role of the central administration and the school board in communicating the importance of the library information program to teaching and learning.

D) recognizes the role that parents play in developing students' lifelong learning skills.

E) is aware of the importance of community groups in maintaining support for the library information program.

- 2) Performance Indicators - the competent library information specialist:

A) uses a variety of strategies to build collaborative teams for interdisciplinary teaching and learning.

B) identifies examples that demonstrate the library information program's relationship to improved student achievement.

C) builds support for the role of the library media program in teaching and learning through the effective use of influence strategies.

D) regularly communicates to the central administration and the board the involvement of the library information program in the school curriculum.

E) maintains a positive teaching and learning climate in the library media center.

F) involves parents in library information center activities, suggests learning activities for parents and children to do together, and uses a variety of communication devices to keep parents informed about the program.

G) communicates with the community the relationship of library media programs to students' achievement and lifelong learning for everyone.

H) establishes and maintains ties with information resources and services within the wider community.

i) Communication - The library information specialist uses active listening skills to assist learners in locating, evaluating, and using information.

- 1) Knowledge Indicators - the competent library information specialist:

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A) knows strategies for eliciting information needs from students and other learners.

B) is aware of developmental growth patterns of children and youth and their influence upon reference and search processes.

- 2) Performance Indicators - the competent library information specialist:

A) uses probing questions to clarify information needs.

B) uses reflective listening strategies to help students develop metacognitive skills.

C) uses appropriate strategies to guide reference and search processes with students and learners of all ages.

j) Communication - The library information specialist plans instruction collaboratively with teachers and other members of the learning community.

- 1) Knowledge Indicators - the competent library information specialist:

A) is aware of elements essential to collaborative work, including time, trust, climate, and resources.

B) knows the differences among coordination, cooperation, and collaboration.

- 2) Performance Indicators - the competent library information specialist:

A) establishes effective interpersonal relationships that demonstrate an understanding of curriculum objectives, effective listening, and negotiation of responsibility for activities.

B) participates in collaborative planning of interdisciplinary instruction and uses the level of involvement appropriate to the learning activity and goal.

k) Communication - The library information specialist serves as an educational leader and as a catalyst for improving the learning community.

- 1) Knowledge Indicators - the competent library information specialist:

A) understands the structure of the school learning community and the leverage points for influence.

B) understands the process of reforming educational systems and structures and the needs of the individual in relation to these processes.

C) understands the variety of motivational, coaching, and guidance strategies necessary to assist in school reform efforts.

- 2) Performance Indicators - the competent library information specialist:

A) uses knowledge of schools' mission, goals, and policies, along with their structure and culture, to advocate for necessary change.

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- B) participates as a partner and change agent in curriculum development at the building and district levels.
- C) demonstrates leadership in evaluating the effectiveness of the library media program in improving teaching and learning.

1) Administration - The library information specialist plans and efficiently administers a program that makes a significant contribution to students' learning. He or she leads, collaborates, and applies technology skills in designing and managing a program that is integrated into the school's curriculum and supports the development of effective users and communicators of ideas and information within a lifelong, independent learning process.

1) Knowledge Indicators - the competent library information specialist:

- A) provides an effective library resource program that supports the mission, goals, and objectives of the school.
- B) establishes, maintains, and supervises the school's library resource program and library information program support personnel.
- C) stays current with new information and trends in technologies and dissemination strategies to effectively plan, implement, and assess the effectiveness of the school's library information program.

2) Performance Indicators - the competent library information specialist:

- A) develops and implements a mission statement, goals, objectives, policies, and procedures that reflect the mission, goals, and objectives of the school.
- B) organizes information resources that align the library information program and information literacy standards for students' learning with the school's goals and integrates these standards into the curriculum.
- C) uses collaborative strategies that encourage administrators and teachers to integrate the library information program into the school's instructional program.
- D) reports the results of program assessment on a regular basis to teachers, students, administrators, and other community members.
- E) participates on the school's curricular decision-making body.
- F) analyzes instructional and technological requirements and other features of the school to recommend appropriate staffing and training necessary to meet the learning and information needs of the students and to ensure the effectiveness of the program.
- G) collaborates and communicates with all staff, and particularly the technology specialist, to identify and use the full range of learning technologies required to meet

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H) provides equitable access for staff, students, and the community to the school library information center as needed to support the integration of the information literacy standards for student lifelong learning.

I) administers a program that provides for learning experiences utilizing technology and resources accessed from classrooms or other locations outside of the library information center. Assists teachers and students in finding, evaluating, and developing these additional resources.

J) supervises support staff and plans for and implements an effective program that is fundamental to students' learning and is based upon the school's instructional programs, services, facilities, size, and numbers of students and teachers.

K) supervises, schedules, and administers all aspects of the operation of the school library information program.

L) develops a budget and locates sources of funding that provide for purchasing and upkeep of all resources required for an effective school library information program.

M) plans, develops and maintains a management system for print and non-print resources, equipment, and other learning technology resources that are inventoried and circulated through the library information center.

N) participates on committees charged with developing and implementing strategic plans for the school, including school improvement plans, technology plans, and curriculum development plans.

O) updates personal competencies in information literacy, learning and teaching, information access and delivery, technology utilization, and administration and supervision.

P) models continuous learning through activities such as membership in district, regional, State and national organizations that support library information programs and participation in staff development programs.

Q) uses the results of quantitative and qualitative data analysis to make decisions and develop plans and policies for the continuous improvement of the school's library information program.

R) develops action plans in conjunction with the technology specialist to accommodate changes in critical areas such as the utilization of new resources and technologies.

Section 27.460 Technology Education

- a) The competent technology education teacher understands the foundations of work, the career development process, occupational skills standards, and workplace skill requirements.

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- 1) Knowledge Indicators - the competent technology education teacher:
 - A) understands the history, organization, and future of work and how work relates to needs and functions of the economy and society.
 - B) understands career development concepts, the relationship between work and learning, and the career planning process.
 - C) understands the Illinois Occupational Skills Standards or recognized industry standards.
- 2) Performance Indicators - the competent technology education teacher:
 - A) relates workplace cultural expectations to workplace skills.
 - B) develops partnerships with members of the business community to provide learning opportunities for students.
 - C) provides advice in the career planning process.
 - D) selects appropriate skill standards for the program areas.
- b) The competent technology education teacher demonstrates the ability to plan, deliver, and evaluate instruction based upon knowledge of subject matter in the field; student organizations; student, community and work needs; curriculum goals; and findings of educational research.
 - 1) Knowledge Indicators - the competent technology education teacher:
 - A) understands pedagogy unique to the discipline.
 - B) understands the rationale for integrating student organizations' activities into the curriculum.
 - C) understands professional literature relating to the specific content area and to workplace needs.
 - D) understands economic/socio-economic conditions, patterns of business development, and changing labor and career opportunities and their impact on the relevancy of classroom instruction.
 - 2) Performance Indicators - the competent technology education teacher:
 - A) utilizes appropriate pedagogy unique to the individual discipline within career and technical education.
 - B) creates learning environments and classroom activities that develop life/workplace skills and knowledge in the discipline.
 - C) identifies and utilizes educational research findings that justify teaching strategies.
 - D) applies curricular content and processes in order to achieve the goals of student organizations.
 - E) applies post-secondary admission standards and occupational skill standards when designing curriculum and assessment.
 - F) designs appropriate assessment plans for students.
 - G) develops collaborative partnerships with students, colleagues, community, business/industry, and parents to

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- maximize resources.
- H) participates in appropriate professional organizations and develops a plan for continued personal and professional growth.
- I) plans, organizes, and manages laboratories/technical facilities for instruction that meet diverse needs of students (i.e., safety, inventory, filing, requisitioning equipment and materials, maintenance, budgeting).
- J) implements laws and policies relating to safe environments and incorporates appropriate safety standards, healthy practices, and ergonomic needs.
- c) The competent technology education teacher understands the process of reading and demonstrates instructional abilities to teach reading in the content area of technology education.
 - 1) Knowledge Indicators - the competent technology education teacher:
 - A) understands that the reading process is the construction of meaning through the interactions of the reader's background knowledge and experiences, the information in the text, and the purpose of the reading situation.
 - B) recognizes the relationships among the four language arts (reading, writing, listening, and speaking), and knows how to provide opportunities to integrate these through instruction.
 - C) understands how to design, select, modify, and evaluate materials in terms of the reading needs of the learner.
 - D) understands the importance of and encourages the use of literature for adolescents in the curriculum and for independent reading.
 - E) understands the relationship between oral and silent reading.
 - F) understands the role of subject-area vocabulary in developing reading comprehension.
 - G) understands the importance of the unique study strategies required of the specific content area in developing reading comprehension.
 - H) understands the importance of the relationship between assessment and instruction in the planning process.
 - 2) Performance Indicators - the competent technology education teacher:
 - A) plans and teaches lessons for students that develop comprehension of content-area materials through instructional practices that include analyzing critically, evaluating sources, synthesizing, and summarizing material.
 - B) plans and teaches lessons on how to monitor comprehension and correct confusions and misunderstandings that arise during reading.
 - C) plans and models use of comprehension strategies before,

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- during, and after reading of text.
- D) provides opportunities for students to develop content-area vocabulary through instructional practices that develop connections and relationships among words, use of context clues, and understanding of connotative and denotative meaning of words.
- E) plans and teaches lessons that encourage students to write about the content read in order to improve understanding.
- F) plans and teaches lessons for students to develop study strategies that include previewing and preparing to read text effectively, recognizing organizational patterns unique to informational text, and using graphic organizers as an aid for recalling information.
- G) plans and teaches units that require students to carry out research or inquiry using multiple texts, including electronic resources.
- H) provides continuous monitoring of student progress through observations, work samples, and various informal reading assessments.
- I) analyzes and evaluates the quality and appropriateness of instructional materials in terms of readability, content, length, format, illustrations, and other pertinent factors.
- J) promotes the development of an environment that includes classroom libraries.
- d) The competent technology education teacher demonstrates fundamental knowledge of the history and nature of technology in connection with other fields of study.
- 1) Knowledge Indicators - the competent technology education teacher:
- A) understands that technology involves the generation of knowledge and processes to develop products and systems that solve problems and extend human capabilities.
- B) understands that throughout history technology has been one of the most powerful social, cultural, and economic forces; in turn, these same forces have influenced the development of technology.
- C) understands that historical data help the technologist and the social scientist determine possible scenarios for the future.
- D) understands that the rate of technological development and diffusion is accelerating.
- E) understands that technology includes a combination of "knowing" and "doing." The "knowing" component includes technological knowledge as well as the ability to apply knowledge from other fields of study to technological activity; the "doing" component includes the ability to apply this diverse knowledge to technological processes.
- F) understands that outcomes of technological research are

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- sometimes the result of specific, goal-directed activity (e.g., putting a human on the moon), while some outcomes are not intended or planned (e.g., Post-it notes and spin-offs).
- G) understands that technological endeavors often replace older forms of technology, resulting in social and environmental consequences.
- H) understands that technology has economic, political, and environmental connections with culture and society.
- I) understands that designing, developing, producing, inventing, innovating, and problem solving are fundamental concepts in technological activity. (These concepts are human activities that are purposely directed toward meeting needs and wants.)
- J) understands that systems are the building blocks in technology. These systems vary in complexity of working knowledge from very little to substantial technological knowledge to use or operate.
- K) understands that the stability of a system is influenced by all of its components, especially those in the feedback loop.
- L) understands that the nature of technological knowledge and activity are related to information, energy, or physical technologies.
- M) understands that a variety of symbols and languages are used to communicate information and that some are universally applied across technologies (e.g., standardized measurement systems and the metric system), while others are unique to various contexts and technologies (e.g., electrical symbols and computer nomenclature).
- N) understands that technology influences careers by changing the way work is performed, thus creating new types of jobs, modifying current jobs, and reducing the numbers of others.
- O) understands that technology has its own body of knowledge and processes that are connected within that field, as well as to other fields of study.
- P) understands that connections among technological topics are valuable and useful in relating procedures to one another and building new knowledge bases.
- Q) understands that technological knowledge and activity promote advances in science and mathematics; in other cases, advances in science and mathematics have led to advances in technology.
- R) understands that science and technology utilize similar techniques to investigate and obtain information. These techniques include inquiry, modeling, and forecasting.
- S) understands that mathematical models, scientific principles, and computer-generated models are used to develop and produce products and systems.

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- T) understands that engineering concepts and principles are used in the development and use of products and systems.
- U) understands that technological transfer occurs within a technology, between technologies, across other fields, and between countries.
- 2) Performance Indicators - the competent technology education teacher:
- A) communicates the relationship of the systems in technological development via timelines, paradigms, and taxonomies.
 - B) identifies measurement techniques utilizing appropriate representatives of technology, math, science, and engineering.
 - C) communicates career information related to a changing workforce and instills the importance of portfolio development and lifelong learning.
 - D) determines the significance of a variety of symbols and languages, both universal and unique, that are used to communicate information from technology to technology, technology to human, or human to technology.
 - E) develops curricula integrating technology education with other fields of study.
 - F) develops scenarios depicting how technological change affects human endeavors in the social, cultural, and economic arenas.
 - G) analyzes and describes technological transfer that occurs within a technology, between technologies, across other fields, and between other countries.
- e) The competent technology education teacher understands and is able to design technology.
- 1) Knowledge Indicators - the competent technology education teacher:
 - A) understands that the quality and value of a design depends on how clearly it meets a need, fits its purpose, uses resources appropriately, and addresses constraints (e.g., economic, environmental, aesthetic, and political).
 - B) understands that designing a product, device, process, or system requires considering how it will be developed, managed, used, and assessed for its impact and consequences.
 - C) understands how to balance design tradeoffs, since there is no perfect design that meets all criteria, such as the safest, most reliable, least expensive, and most efficient.
 - D) understands the general developmental process of design and that the design process is iterative and not linear and includes generating ideas; considering constraints such as cost and criteria; and communicating processes and results.
 - E) understands the value and importance of testing in the evaluation of good design.

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- F) understands the roles of documentation and communication and their impact on quality design.
- G) understands design decision criteria and their use in determining whether a design solution should be developed. These criteria may include personal, social, cultural, economic, political, and environmental issues.
- 2) Performance Indicators - the competent technology education teacher:
- A) demonstrates the ability to identify practical problems deriving from human needs or wants.
 - B) demonstrates the ability to develop and use design briefs with proper specifications.
 - C) demonstrates the ability to investigate, generate, and select ideas to plan an optimum design that takes into account knowledge of constraints and criteria obtained from research.
 - D) demonstrates the ability to select, plan, and implement the best possible solution that takes into consideration the many tradeoffs and reaches the best compromise.
 - E) demonstrates the ability to design ways to produce products by mass production.
 - F) demonstrates the ability to evaluate a selected design solution and make modifications based on that evaluation.
 - G) demonstrates the ability to use verbal and graphic means to communicate processes, observations, and the results of the entire design process.
 - H) demonstrates the ability to use feedback to consider design steps and to redesign in light of public concern or comment.
 - I) demonstrates the ability to use standards of quality in the design and production of consumer goods.
 - J) demonstrates the ability to use marketing criteria in creating a design (e.g., value and function).
- f) The competent technology education teacher understands and is able to develop technology.
- 1) Knowledge Indicators - the competent technology education teacher:
 - A) understands that developing and producing a product or system involves learning the safe and proper use of resources following instructions and troubleshooting to determine if a design works or if there is a need for redesign.
 - B) understands that resource management involves procurement, inventory, warehousing, waste disposal, energy use, and time and people management, which affect the development of products and systems.
 - C) understands that a prototype is a working model used to test design concepts by making actual observations and necessary adjustments.

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- D) understands that problem-solving strategies, such as working backward or asking probing questions, provide a systematic means for exploring a variety of development and production methods that help enable successful solutions.
- E) understands that optimization is a procedure used to make a system or design as effective or functional as possible and typically involves a process of experimentation, trial and error, testing, and development.
- F) understands that quality, safety, and ergonomic design principles (e.g., enhancement of quality of life, productivity, safety, and convenience) influence the development of products and systems.
- G) understands that teamwork, responsibility, and interpersonal dynamics play a significant role in the success of production and development activities.
- 2) Performance Indicators - the competent technology education teacher:
- A) develops a systematic set of procedures and uses them to produce a prototype or model.
- B) refines a design by using prototypes and testing to ensure quality, efficiency, and productivity of the final production process.
- C) selects and uses a variety of resources to optimize the development of a production process or system.
- D) develops and produces a product or system using the criteria and constraints noted in previous trials and tests.
- E) modifies or develops tools, materials, machines, flow controls, or system operations to meet production constraints.
- F) implements the appropriate safety precautions for his or her personal safety and the safety of others.
- G) recognizes that humans are a valuable resource in managing information, energy, and physical technologies.
- H) documents and communicates processes and procedures using appropriate techniques (e.g., flow charts, drawings, graphics, symbols, spread sheets, graphs, and time charts) in oral and written presentations for different audiences.
- g) The competent technology education teacher understands and is able to manage technology.
- 1) Knowledge Indicators - the competent technology education teacher:
- A) understands that operations manuals, owner's manuals, documented protocols, and general directions are essential to ensure the proper use and management of a product or system.
- B) understands that instrumentation and control of systems and products rely on proper functioning of open- or closed-loop systems, calibration of human or machine-controlled products

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- C) and systems, and proper interpretation of their use. understands that systems analysis requires an understanding of the overall operation of a system, as well as the subsystems and components.
- D) understands that connecting micro-systems to macro-systems can potentially be used as a means to solve more complex problems.
- E) understands that problem solving is often required in order to use and operate technology systems because systems do not always work as designed.
- F) understands that facilitating human efforts can result in appropriate management of capital, time, information, knowledge, energy, materials, and tools necessary to properly use or apply technology.
- G) understands that computers and electronic media are primary means of communication.
- H) understands basic internal configuration and component identification of computer stations and their network abilities.
- I) understands proper methods of computer software installation and computer set-up.
- 2) Performance Indicators - the competent technology education teacher:
- A) interprets the documentation contained in operations and owner's manuals in order to follow protocols and specific directions.
- B) safely operates and manages systems according to the function for which they have been designed.
- C) analyzes systems to determine how the various components work together to function as a whole system in order to understand how to change the system.
- D) monitors, adjusts, and maintains system processes in order to ensure the system's proper function and precision.
- E) troubleshoots, diagnoses problems, and maintains technological systems to ensure proper operation.
- F) applies knowledge and experiences gained from using systems as input for design improvements and to solve different problems.
- G) develops plans for implementing educational technology in classrooms and labs.
- H) creates a vision for technological growth in regards to professional development and instructional technology in his or her school district.
- I) safely and effectively upgrades and maintains both an independent and networked computer workstation.
- J) loads and maintains computer software.
- K) locates, analyzes, retrieves, and distributes electronic data (i.e., uses the Internet and/or other electrical forms

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of media distribution).
L) develops and demonstrates scale models of technological informational systems.
M) develops a means of mass communication.

h) The competent technology education teacher understands and is able to assess the effects of the use of technology.

1) Knowledge Indicators - the competent technology education teacher:

A) understands when the development and application of technology have a role in shaping personal, social, and environmental perspectives and values.

B) understands that assessment is an evaluation technique, involving steps and procedures that are iterative and require making trade-offs, analyzing risks, and choosing a best course of action.

C) understands acceptance or rejection of the development of technology that correlates directly with the personal, social, political, and economic assessment of the value of technology.

D) understands that human factors, including the principles of safety, health, and comfort, are important in evaluating the impact and consequences of technology.

E) understands that trend analysis and patterns of development provide a means for understanding technological and environmental changes, including the resulting impacts and consequences.

F) understands that the impact and consequences of technology influence local, national, and global issues.

2) Performance Indicators - the competent technology education teacher:

A) determines the significance of technological trends for individuals, families, communities, and the world.

B) uses historical case studies, when appropriate, to develop a perspective on the impact and consequences of technology.

C) investigates technology's impact and consequences on social, cultural, and environmental issues using historical and current events and forecasting techniques.

D) uses technology assessment procedures to alter and refine products and systems.

E) communicates results of technological assessment to a wide variety of audiences (e.g., peers, family, and community) in order to explain a viewpoint on technology.

i) The competent technology education teacher understands and is able to demonstrate the application of technological context related to information, energy, and physical technologies.

1) Knowledge Indicators - the competent technology education teacher:

A) understands the relationship between facts, data,

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information, knowledge, logic, and wisdom within the structure of information.

B) understands ways in which data and information can be stored and retrieved.

C) understands that there are many ways of presenting and transmitting information, such as using graphic and electronic processes and tools.

D) understands that data and information are communicated using symbols, icons, graphic images, and languages through a variety of visual, auditory, and tactile stimuli.

E) understands that informational technology communication systems utilize a closed-loop system.

F) understands that the knowledge and information provided through informational technology systems can shape personal views and concepts of reality.

G) understands that cross-cultural values are transmitted at the local, regional, national, and global levels, using various systems of informational technology.

H) understands that information has become a commodity for exchange valued by society.

I) understands that informational technology systems are used in commercial enterprises (e.g., broadcasting companies and the Internet).

2) Performance Indicators - the competent technology education teacher:

A) develops a means to communicate information through the use of graphics (e.g., printing, film, and drafting).

B) accesses, retrieves, organizes, processes, maintains, interprets, and evaluates information from a variety of sources in order to solve a practical problem.

C) stores information for retrieval at a later time using various formats such as digital, analog, and graphics.

D) in order to understand the communication process, uses computers to communicate information from human to human, machine to human, human to machine, and machine to machine.

E) creates a message that includes symbols in order to communicate to a person.

F) utilizes informational technology systems in order to communicate over distance and to large, diverse populations.

G) researches and develops a means to overcome interference in order to improve the communication process.

H) uses mathematical knowledge to encode data into a binary form.

I) evaluates the quality of information received in the communications process through such methods as comparing and contrasting sources, examining relevancy, and investigating the background of experts.

J) researches ways that the mass media (e.g., newspaper,

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broadcast and cable channels, and the Internet) transmit messages to the public.

- j) The competent technology education teacher understands and is able to demonstrate knowledge and the application of technological context related to information, energy, and physical technologies.

1) Knowledge Indicators - the competent technology education teacher:

A) understands how materials, resources, and energy are used as inputs in physical technology systems in order to produce materials and products, transport products and humans, and transform energy into power.

B) understands that manufacturing and construction planning and design techniques can reduce costs and produce better products.

C) understands that tools, machines, and instrumentation are used to change materials into new forms through the processes of separating, forming, and combining.

D) understands the nature of materials and their uses as a prerequisite for efficient and sustainable use of resources.

E) understands that trade-offs must be made in selecting the best materials and resources for the production process.

F) understands that the language of industry involves the use of symbols and signs to identify potential hazards, specific technological data, and environmental conditions.

G) understands that the management of physical resources is a determining factor in the success of commercial applications of products and systems.

H) understands that the optimization of production systems helps to conserve resources, manage waste, and reduce the negative effects that technology has on the natural world.

I) understands that the processes associated with transportation systems include receiving, holding/storing, loading, transporting/moving, unloading, and delivering.

J) understands that solutions to complex transportation problems must be developed in order to diminish pollution, congestion, accidents, deaths, and over-consumption of fuel.

K) understands how power systems transform energy from one form to another.

L) understands that the efficiency of power systems is important for conserving energy and producing maximum effectiveness with minimal environmental harm.

M) understands that transforming materials from one form to another requires knowledge of materials and processes.

2) Performance Indicators - the competent technology education teacher:

A) designs, develops, operates, and assesses a production system which produces products in quantity.

B) selects and safely uses appropriate tools, machines, and

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equipment to process materials and to produce useful products.

C) assesses transportation systems for moving people and products, taking into account such factors as speed, cost, safety, and environmental impacts.

D) designs, develops, and tests an energy system for the future that is efficient and does not pollute the environment.

E) tests and experiments with a variety of materials to conform to criteria and constraints of a physical technology system.

F) applies physical science concepts (e.g., force, motion, mechanical advantage, efficiency, and friction) when working with physical technology systems.

G) uses a computer to maintain and control a physical technology system.

H) evaluates and optimizes an existing transportation, power, or production system.

I) predicts the life expectancy of selected components, using knowledge of materials and testing the function of the components over time.

J) identifies emerging physical technologies using trends and research techniques.

K) communicates the results of his or her knowledge and activities in physical technology to others in an effective manner.

L) researches, prototypes, and tests new energy and power systems that can be used in the future.

M) incorporates maintenance considerations when designing, using, and monitoring systems.

k) In addition to meeting the standards set forth in subsections (a) through (j) of this Section, each technology education teacher shall be required to demonstrate advanced specialization in at least one area chosen from the following: drafting and design; graphics/printing; computer systems; electricity; fluid power; electronics; transportation; automated manufacturing; construction; or materials/processes.

1) Knowledge Indicators - the competent technology education teacher understands the relevant body of knowledge identified in the Illinois Occupational Skills Standards.

2) Performance Indicator - the competent technology education teacher provides evidence of a minimum of 2000 hours of successful work experience in the specified occupation.

Section 27.470 Technology Specialist

a) Teaching Methodology - The technology specialist will effectively plan, deliver, and assess students' mastery of concepts and skills relevant to learning technologies and technological literacy across the curriculum. The technology specialist will apply effective

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methods and strategies for teaching these concepts and skills to students, educators, and administrators in various educational settings.

- 1) Knowledge Indicators - The competent technology specialist:
 - A) understands how to plan, deliver, and assess students' mastery of skills relevant to learning technologies.
 - B) understands the concepts and skills relevant to learning technologies and technological literacy across the curriculum.
- 2) Performance Indicators - The competent technology specialist:
 - A) designs and practices methods and strategies for teaching concepts and skills related to learning technologies, including keyboarding, information access, and delivery tools in classroom, lab, and administrative settings.
 - B) designs and practices methods and strategies for teaching concepts and skills that apply classroom and administrative productivity tools.
 - C) designs and practices methods and strategies for teaching problem-solving principles and skills using technology resources.
 - D) designs and practices methods for teaching hypermedia development and scripting resources in a problem-solving context in a school environment encompassing pre-kindergarten through grade 12 (P-12).
 - E) designs and practices methods and strategies for heterogeneous grouping and collaboration using learning technologies.
 - F) identifies, designs and practices strategies for using learning technologies with diverse populations such as at-risk students and students with disabilities.
 - G) identifies and supports the implementation and revision of computer/technology literacy curriculum to reflect on-going changes in technology.
 - H) designs and implements integrated technology classroom activities that involve teamwork and/or small-group collaboration.
 - I) demonstrates methods for teaching uses of media and on-line tools from sources such as the World Wide Web (Internet), television, audio, print media, and graphics.
 - J) describes student guidance resources, career awareness resources, and student support activities related to computing and technology as a career option for students.
 - K) identifies professional organizations, groups, and resources that support the field of educational computing and technology.
 - L) designs a set of evaluation strategies and methods that will assess the effectiveness of instructional units that integrate computers/technology.

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- M) designs and practices methods for teaching social, ethical, and legal issues surrounding the responsible use of technology.
- b) Hardware/Software Selection, Installation and Maintenance - The technology specialist will demonstrate knowledge of selection, installation, management, and maintenance of the infrastructure in a classroom setting.
 - 1) Knowledge Indicator - The competent technology specialist understands how to select, install, manage, and maintain the infrastructure of technology in the classroom setting.
 - 2) Performance Indicators - The competent technology specialist:
 - A) develops plans to configure computer/technology systems and related peripherals in laboratory, classroom cluster, and other appropriate instructional arrangements.
 - B) identifies and describes strategies to support the development of school/laboratory policies, procedures, and practices related to use of computers and other learning technologies.
 - C) researches, evaluates, and develops recommendations for purchasing instructional software to support and enhance the school curriculum.
 - D) researches, evaluates, and develops recommendations for purchasing learning technology systems.
 - E) designs and recommends procedures for the organization, management, and security of hardware and software.
 - F) identifies strategies for troubleshooting and maintaining various hardware/software configurations.
 - G) identifies and describes network software packages used to operate a computer network system.
 - H) configures a computer system and one or more software packages.
- c) Research and Theory - The technology specialist will identify and apply educational and technology-related research, the psychology of learning, and instructional design principles in guiding use of computers and technology in education.
 - 1) Knowledge Indicator - The competent technology specialist understands educational and technology-related research, the psychology of learning, and instructional design principles in guiding use of computers and technology in education.
 - 2) Performance Indicators - The competent technology specialist:
 - A) summarizes and applies principles and practices of educational research in educational technology.
 - B) summarizes major research findings and trends related to the use of technology in education to support integration of technology in an elementary and/or secondary environment.
 - C) applies theories of learning, teaching, and instructional design and their relationship to the use of technology to support learning.

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- D) describes the social and historical foundations of education, including educational reform efforts, and how they relate to the use of technology in schools.
- E) identifies research related to human and equity issues concerning the use of computers and related technologies in education.

F) designs a research project that includes evaluating the use of a specific technology in a P-12 environment.

d) Instructional Design and Product Development - The technology specialist will develop curricular plans and teaching aids based on local, State and national standards for the use of computers and other associated learning technologies, integrating these across subject and content areas.

1) Knowledge Indicator - The competent technology specialist understands how to develop curricular plans and teaching aids based on standards for use of computers and other learning technologies.

2) Performance Indicators - The competent technology specialist:

- A) designs and practices methods for teaching at least one modern authoring tool to colleagues and students.
- B) describes, designs, and practices the characteristics and uses of current authoring environments and evaluates their appropriateness for classroom applications.
- C) identifies and uses local, State, and national guidelines to develop curricular plans for integrating technology into the curriculum in the P-12 environment.
- D) applies instructional design principles to the design of screens, text, graphics, audio, and video in instructional products under development.
- E) describes and practices strategies for testing and evaluating instructional products designed.
- F) applies instructional design principles to develop substantive, interactive, multimedia, and computer-based instructional products.
- G) describes, designs, and practices accepted principles of strategic planning to facilitate curriculum design for teaching with computers and related technologies.
- e) Information Access and Delivery - The technology specialist will implement information access and delivery resources in P-12 schools to support the curriculum.
- 1) Knowledge Indicator - The competent technology specialist has knowledge of information access and delivery resources in P-12 schools to support the curriculum.
- 2) Performance Indicators - The competent technology specialist:
- A) identifies and uses information access and telecommunication tools to support research and instruction throughout the curriculum.
- B) uses and implements distance learning delivery systems,

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- C) including computer, audio, and video conferencing. creates multimedia presentations using advanced features of a presentation tool and delivers them using computer projection systems.

D) installs, configures, and uses local mass storage devices and media to store and retrieve information and resources.

E) describes issues related to selecting, installing, and maintaining Wide Area Networks for school districts.

f) Information Access and Delivery - The technology specialist will install, customize, and configure the operating systems of computers and computer networks in school settings.

1) Knowledge Indicator - The competent technology specialist understands how to install, customize, and configure the operating systems of computers and computer networks in school settings.

2) Performance Indicators - The competent technology specialist:

A) identifies and describes the major operating systems associated with computing platforms found in P-12 schools.

B) identifies and manipulates preferences, defaults, and other selectable features of operating systems commonly found in P-12 schools.

C) uses and manipulates networking software to effectively manage the operation of a Local Area Network.

D) evaluates, troubleshoots, installs, and maintains computer operating systems for classrooms and laboratories.

g) Software/Hardware Selection, Installation, and Maintenance - The technology specialist will identify and implement software in both classroom and administrative environments. He or she will investigate issues related to school/site planning, purchasing, and integration of technology.

1) Knowledge Indicator - The competent technology specialist is aware of software in both classroom and administrative environments.

2) Performance Indicators - the competent technology specialist:

A) identifies and describes software used in classroom and administrative settings, including productivity tools, information access/telecommunications tools, multimedia/hypermedia tools, school management tools, evaluation/portfolio tools, and computer-based instruction.

B) investigates and recommends purchasing strategies and procedures for acquiring administrative and instructional software for educational settings.

C) describes evaluation criteria for software and identifies reliable sources of software evaluations.

D) identifies and implements methods of installation, maintenance, inventory, and management of software libraries.

E) develops and implements ethical and legal procedures for

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maintaining software libraries.

- F) identifies and classifies assistive technology for students and teachers with special needs and locates sources to assist in their procurement and implementation.

- h) Instructional Program Development - The technology specialist will develop an instructional program based on local, State, and national standards for the use of computers and other associated learning technologies, integrating these plans across subject and content areas.

- 1) Knowledge Indicators - The competent technology specialist understands how to develop an instructional program based on local, State, and national standards for the use of computers and other associated learning technologies, integrating these plans across subject and content areas.

- 2) Performance Indicators - The competent technology specialist:

- A) describes and analyzes accepted principles of strategic planning to facilitate curriculum design for teaching with computers and related technologies.

- B) identifies and uses local, State, and national guidelines to develop curricular plans for integrating technology in the P-12 environment.

- i) Staff Development - The technology specialist will demonstrate knowledge of issues and models related to leadership in staff development. The technology specialist will identify resources, plan, and design staff development activities to support professional growth in learning technologies.

- 1) Knowledge Indicators - The competent technology specialist:

- A) has knowledge of issues and models related to leadership in staff development.

- B) understands how to design staff development activities that support professional growth in learning technologies.

- 2) Performance Indicators - The competent technology specialist:

- A) plans and designs staff development programs.

- B) describes and identifies resources for staff development.

- C) plans and customizes staff development based on differing audiences, including school and district decision-makers and the larger school community.

- j) Facilities and Resource Management - The technology specialist will demonstrate knowledge of issues related to facilities and resource management.

- 1) Knowledge Indicator - The competent technology specialist understands the issues related to facilities and resource management.

- 2) Performance Indicators - The competent technology specialist:

- A) describes and uses budget planning and management procedures related to educational computing and technology facilities and resources.

- B) identifies funding sources available at local, State, and/or

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national levels and collaborates on development of a grant proposal.

- C) plans, develops, implements, and evaluates strategies and procedures for resource acquisition and management of technology-based systems, including hardware and software.

- D) identifies, describes, and analyzes procedures related to basic troubleshooting, preventive maintenance, and procurement of system-wide technological maintenance services.

- E) describes and maintains current information involving facilities planning issues related to computers and related technologies.

- F) designs and develops policies and procedures concerning staffing, scheduling, and security for managing computers/technology in a variety of instructional and administrative school settings.

- k) Managing the Change Process within Educational Reform Efforts - The technology specialist will demonstrate knowledge of strategies for and issues related to managing the change process as part of overall educational reform efforts in schools and districts.

- 1) Knowledge Indicator - The competent technology specialist has knowledge of strategies for and issues related to managing the change process as part of overall educational reform efforts in schools and districts.

- 2) Performance Indicators - The competent technology specialist:

- A) evaluates school and district technology plans and recommends improvements.

- B) discusses issues relating to building collaborations, alliances, and partnerships involving educational technology initiatives.

- C) demonstrates knowledge of effective group process skills.

- D) discusses and develops issues related to local education reform efforts and recommends building-level changes and professional development strategies (such as block scheduling, cross-subject units of instruction, etc.) to facilitate the integration of technology into all content areas.

- E) uses evaluation findings to recommend modifications in technology implementations.

- l) Professional Development - The technology specialist will participate in professional development experiences that allow him or her to observe the use of technology to support instruction, the management of technological resources in educational settings, and the evaluation of the effectiveness of technological resources in teaching and learning; and to apply technological resources to support instruction in classroom settings.

- 1) Knowledge Indicators - The competent technology specialist:

- A) understands the value of professional development

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experiences in observing the use of technology.

- B) has knowledge of how to manage, evaluate, and apply technological resources to support instruction in classroom settings.

2) Performance Indicators - The competent technology specialist:

- A) observes and compares methods and strategies used in educational technology in a variety of authentic educational settings (i.e., elementary, middle, secondary, adaptive/assistive classrooms, labs).
- B) develops and teaches a series of lessons that apply technological resources to support instruction.
- C) documents and assesses a significant site-based activity involving experiences in instructional program development, staff development, facilities and resource management, or managing change related to technology use in schools.
- D) documents and assesses experiences in implementing a P-12 building-based LAN (Local Area Network) and/or WAN (Wide Area Network) with Internet connectivity.

Section 27.480 Work-Based Learning Teacher/Coordinator

An individual who holds an endorsement in agricultural education, business, marketing, and computer education, family and consumer sciences, health careers, or technology education may qualify for designation as a Work-Based Learning Teacher/Coordinator by meeting the additional standards set forth in this Section.

- a) The competent work-based learning teacher/coordinator understands work-based learning and interprets it to administrators, faculty, students, parents, employers, and community members.

1) Knowledge Indicators - The competent work-based learning teacher/coordinator:

- A) understands the rationale for integrating work-based learning activities into the curriculum.
- B) understands career awareness/exploration, employment acquisition (including electronic processes), job retention, basic skills development, and leadership development.
- C) understands the roles and responsibilities of students, school, and work site in the work-based learning experience.
- D) understands local, State, and national programs for work-based learning.
- E) understands liability, risk management, and labor laws and regulations: OSHA requirements, work site safety and child labor and wage laws, and liability provisions (school, employer, student).

F) understands the role of work-site supervisor.

2) Performance Indicators - The competent work-based learning teacher/coordinator:

- A) articulates differences among work-based learning

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opportunities, including job shadowing, internship, cooperative work experience, and apprenticeship, as they relate to local resources and needs.

- B) develops collaborative partnerships with students, colleagues, community, business/industry, unions, and parents to maximize resources.

- C) markets work-based learning programs to appropriate constituents.

- D) secures and develops work-based learning sites.

- E) supports and instructs others in school-to-work connecting activities.

- F) has been employed in the workforce in an occupation other than teaching.

- b) The competent work-based learning teacher/coordinator demonstrates the ability to plan, develop, implement, supervise, and evaluate work-based learning activities and programs.

1) Knowledge Indicators - The competent work-based learning teacher/coordinator:

- A) understands pedagogy and educational research relating to content and work-based learning.

- B) understands the relationship among workforce studies, labor market data, public and private sector statistics, educational research, and work-based learning.

2) Performance Indicators - The competent work-based learning teacher/coordinator:

- A) develops training plans, training agreements, and training evaluation instruments.

- B) designs connecting activities that reinforce school-based learning.

- C) integrates workplace skill instruction into all work-based learning curriculum.

- D) uses labor market information, the Illinois Learning Standards, occupational skill standards, advisory committee input, and appropriate resource materials in developing curriculum.

- E) places students in work sites aligned with their career objective.

- F) keeps records on students' attendance, performance, and achievement of competencies.

- G) adheres to liability, risk management, and labor laws and regulations: OSHA requirements, work site safety and child labor and wage laws, and liability provisions (school, employer, student).

- H) relates to workplace issues and problems, i.e., ethics, stakeholder values, sexual harassment.

- I) conducts occupational/job analysis.

- J) mentors and provides career guidance to individual students.

- K) assesses students' performance using a variety of methods.

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- L) promotes student organizations.
M) evaluates the effectiveness of program efforts and makes necessary program changes based upon evaluation findings.
N) assures that work-site supervisors/mentors, through training, are able to work with students, use training plans, and conduct student evaluations.
O) participates in appropriate professional organizations and develops a plan for continued personal and professional growth.

DEPARTMENT OF HUMAN SERVICES

NOTICE OF PROPOSED AMENDMENT

- 1) Heading of the Part: Child Care
2) Code Citation: 89 Ill. Adm. Code 50
3) Section Numbers: Proposed Action:
50.230 Amendment
4) Statutory Authority: Implementing Articles I through IX and authorized by Section 12-13 of the Illinois Public Aid Code [305 ILCS 5/Art. I through IX and 12-13].
5) A Complete Description of the Subjects and Issues Involved: These proposed amendments provide for increasing the funds allocated for Non-TANF Education and Training Program child care subsidies from \$7.5 million to \$15 million for FY 2002 and \$7.5 million in subsequent fiscal years. This would allow more low-income families, not receiving TANF, to qualify for child care assistance to attend education and training programs.
6) Will this rulemaking replace any emergency rulemaking currently in effect?
Yes
7) Does this rulemaking contain an automatic repeal date? No
8) Does this rulemaking contain incorporations by reference? No
9) Are there any other proposed rulemakings pending on this Part? Yes

Section Numbers	Proposed Actions	Ill. Reg. Citation
50.230	Amendment	25 Ill. Reg. 8084
50.310	Amendment	25 Ill. Reg. 8084

- 10) Statement of Statewide Policy Objectives: This rulemaking does not create or expand a Statemamdate.

- 11) Time, Place and Manner in which interested persons may comment on this proposed rulemaking: Interested person may present their comments concerning these rules within 45 days of the date of this issue of the *Illinois Register*. All requests and comments should be submitted in writing to:

Ms. Susan Weir, Bureau Chief
Bureau of Administrative Rules and Procedures
Department of Human Services
100 South Grand Avenue East
3rd Floor Harris Bldg.
Springfield, Illinois 62762
(217) 785-9772

DEPARTMENT OF HUMAN SERVICES

NOTICE OF PROPOSED AMENDMENT

12) Initial Regulatory Flexibility Analysis:

- A) Types of small businesses, small municipalities and not for profit corporations affected: None
- B) Reporting, bookkeeping or other procedures required for compliance:
None
- C) Types of professional skills necessary for compliance: None

13) Regulatory Agenda on which this rulemaking was summarized: This rulemaking was not included on either of the 2 most recent regulatory agendas because: it was not anticipated by the Department when the two most recent regulatory agendas were published.

The full text of the Proposed Amendments is identical to the text of the emergency amendment published on page 16 of this issue of the Illinois Register.

DEPARTMENT OF NATURAL RESOURCES

NOTICE OF PROPOSED AMENDMENTS

- 1) Heading of the Part: Disposition of Deer Accidentally Killed by a Motor Vehicle or Other Non-Hunting Methods
- 2) Code Citation: 17 Ill. Adm. Code 750
- 3) Section Numbers: Proposed Action:
750.10 Amendment
750.20 Amendment
- 4) Statutory Authority: Implementing and authorized by Sections 1.4, 2.24 and 2.26 of the Wildlife Code [520 ILCS 5/1.4, 2.24 and 2.26].
- 5) A Complete Description of the Subjects and Issues Involved: This Part is being amended to simplify the method for individuals to claim deer killed in a collision with a motor vehicle. The present system requires the full-time attention of employees to receive, record, and track the telephone calls from people reporting deer killed by a collision with a motor vehicle. The accumulated information is seldom used and has not been of enough value to continue the expense of maintaining the program.
- 6) Will these rulemaking replace any emergency rulemaking currently in effect? No
- 7) Do these rulemaking contain an automatic repeal date? No
- 8) Do these proposed amendments contain incorporations by reference? No
- 9) Are there any other proposed amendments pending on this Part? No
- 10) Statement of Statewide Policy Objectives: This rulemaking does not affect units of local government.

11) Time, Place and Manner in which interested persons may comment on this proposed rulemaking: Comments on the proposed rulemaking may be submitted in writing for a period of 45 days following publication of this notice to:

Jack Price
Department of Natural Resources
524 S. Second Street
Springfield IL 62701-1787
217/782-1809

12) Initial Regulatory Flexibility Analysis:

- A) Types of small businesses, small municipalities and not for profit corporations affected: None

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B) Reporting, bookkeeping or other procedures required for compliance:
None

C) Types of professional skills necessary for compliance: None

13) Regulatory Agenda on which this rulemaking was summarized: This rulemaking was not included on either of the 2 most recent agendas because: The Department did not anticipate the necessity of filing amendments to this Part at the time the regulatory agenda was summarized.

The full text of the Proposed Amendments begins on the next page:

DEPARTMENT OF NATURAL RESOURCES

NOTICE OF PROPOSED AMENDMENTS

TITLE 17: CONSERVATION
CHAPTER I: DEPARTMENT OF NATURAL RESOURCES
SUBCHAPTER b: FISH AND WILDLIFE

PART 750

DISPOSITION OF DEER ACCIDENTALLY KILLED BY A MOTOR VEHICLE
OR OTHER NON-HUNTING METHODS

Section	
750.10	Legal Possession
750.20	Required Reporting Information

AUTHORITY: Implementing and authorized by Sections 1.4, 2.24 and 2.26 of the Wildlife Code [520 ILCS 5/1.4, 2.24 and 2.26].

SOURCE: Adopted at 4 Ill. Reg. 37, p. 759, effective September 4, 1980; emergency amendment at 5 Ill. Reg. 7259, effective July 1, 1981, for a maximum of 150 days; codified at 5 Ill. Reg. 10646; amended at 5 Ill. Reg. 13215, effective November 16, 1981; amended at 6 Ill. Reg. 7394, effective June 11, 1982; amended at 11 Ill. Reg. 2262, effective January 20, 1987; amended at 14 Ill. Reg. 13519, effective August 10, 1990; recodified by changing the agency name from Department of Conservation to Department of Natural Resources at 20 Ill. Reg. 9389; amended at 23 Ill. Reg. 8387, effective July 7, 1999; amended at 26 Ill. Reg. _____, effective _____.

Section 750.10 Legal Possession

A whitetail deer that is killed as a result of a collision with a motor vehicle, or killed by other methods, may be legally possessed by an individual if the following criteria are met:

- a) The driver of a motor vehicle involved in a vehicle-deer collision has priority in possessing the deer. If the driver of the motor vehicle does not take possession of the deer before leaving the collision scene, any citizen of the State of Illinois may possess and transport the deer. Any individual who wants to take a vehicle-killed deer to a taxidermist or tannery must obtain a tag from the Illinois Department of Natural Resources, Office of Law Enforcement, before delivering the deer to the taxidermist or tannery. The tag cannot be discarded until the deer is at the legal residence of the person who legally claimed the deer. All deer possessed as the result of a vehicle collision must be reported by the person possessing the deer to the Department of Natural Resources, Road Kill Reporting, Number (1-800-406-3477) within 24 hours if the person claims the deer Monday through Thursday. Deer claimed Friday through Sunday or on holidays must be reported during the next regular workday. Deer shall not be processed for consumption beyond the removal of the entrails until the report is made and a registration number has been obtained. There is no limit to the number of deer that may be possessed.

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b) Individuals who claim a deer killed in a vehicle collision shall record the following information and provide it to any law enforcement officer investigating the death and possession of the deer:

- 1) date the deer was claimed;
- 2) sex of the deer;
- 3) location of the kill; and
- 4) location where the deer or deer parts are stored.

c) Individuals who claim a deer killed in a vehicle collision shall keep the record until they obtain a tag for taking the deer to a taxidermist or tannery or the deer and its parts are consumed or are no longer possessed by any person.

d) b) Any individual finding a dead or crippled deer, other than those killed in a vehicle-deer collision, or legally taken by hunting methods, shall not transport the deer or deer parts until permission is obtained from a Conservation Police Officer or the Regional Law Enforcement Office. Permission will be granted to transport if it is determined by an investigation that the person requesting possession did not illegally kill or injure the deer and the deer is not needed for evidentiary purposes. When retained, the head/antler and hide shall be properly tagged with an irremovable tag obtained from the Regional Law Enforcement Office. The head/antler and hide tags shall remain attached to the head/antler or hide as long as the head/antler or hide remains in the green state, or when in a commercial business for the purpose of taxidermy, tanning, or other manufacturing processing. The carcass shall be properly tagged with an irremovable tag obtained from the Regional Law Enforcement Office. This tag can be discarded only after the deer has been processed, prepared for consumption, and is at the legal residence of the person who legally took possession of the ~~vehicle-killed-deer-or~~ deer killed by other methods. The carcass tag requirement shall be waived by the Regional Law Enforcement Office if the individual possessing the deer carcass will process the deer at the individual's residence.

e) c) Inedible parts of vehicle-killed deer or deer killed by other methods, other than deer legally taken by hunting methods, shall not be sold.

f) d) The State of Illinois is absolved of any and all liability associated with the handling or utilization of vehicle-killed deer or deer killed by other methods. This, however, does not relieve involved parties from reporting other liabilities to appropriate agencies as required.

g) e) Except for any Law Enforcement Officers or authorized employees as defined in Section 1.2b of the Wildlife Code [520 ILCS 5/1.2b], in performance of their duties, it shall be illegal to kill a deer crippled by a collision with a motor vehicle, or injured by any other method.

(Source: Amended at 26 Ill. Reg. _____, effective _____)

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Section 750.20 Required Reporting Information

Individuals reporting possession of a ~~deer-killed-in-a-vehicle-collision-or~~ deer killed by other methods will provide the following information:

- a) Name, address, and telephone number of individual possessing deer;
- b) Sex of deer;
- c) Location of kill.

(Source: Amended at 26 Ill. Reg. _____, effective _____)

DEPARTMENT OF NATURAL RESOURCES

NOTICE OF PROPOSED AMENDMENTS

- 1) Heading of the Part: Youth Hunting Seasons
- 2) Code Citation: 17 Ill. Adm. Code 685
- 3) Section Numbers: Proposed Action:
685.80 Amendment
685.90 Amendment
695.100 Amendment
- 4) Statutory Authority: Implementing and authorized by Sections 1.3, 1.4, 2.24, 2.25, 2.26 and 3.36 of the Wildlife Code [520 ILCS 5/1.3, 1.4, 2.24, 2.25, 2.26 and 3.36].
- 5) A Complete Description of the Subjects and Issues Involved: This Part is being amended to make revisions to regulations on the Youth White-Tailed Deer Hunt, the Heritage Youth Wild Turkey Hunt - Spring Season, and Youth Pheasant Hunting.
- 6) Will this rulemaking replace any emergency rulemakings currently in effect? No
- 7) Does this rulemaking contain an automatic repeal date? No
- 8) Do these proposed amendments contain incorporations by reference? No
- 9) Are there any other proposed amendments pending on this Part? No
- 10) Statement of Statewide Policy Objectives: This rulemaking does not affect units of local government.
- 11) Time, Place and Manner in which interested persons may comment on this proposed rulemaking: Comments on the proposed rulemaking may be submitted in writing for a period of 45 days following publication of this notice to:

Jack Price
Department of Natural Resources
524 S. Second Street
Springfield IL 62701-1787
217/782-1809
- 12) Initial Regulatory Flexibility Analysis:
- A) Types of small businesses, small municipalities and not for profit corporations affected: None
- B) Reporting, bookkeeping or other procedures required for compliance: None

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- C) Types of professional skills necessary for compliance: None
- 13) Regulatory Agenda on which this rulemaking was summarized: July 2001
- The full text of the Proposed Amendments begins on the next page:

DEPARTMENT OF NATURAL RESOURCES
NOTICE OF PROPOSED AMENDMENTS

TITLE 17: CONSERVATION
CHAPTER I: DEPARTMENT OF NATURAL RESOURCES
SUBCHAPTER b: FISH AND WILDLIFE

PART 685
YOUTH HUNTING SEASONS

Section	
685.10	Statewide Season for White-Tailed Deer Hunting
685.20	Statewide Deer Permit Requirements
685.30	Statewide Firearm Requirements for Hunting the Youth Deer Season
685.40	Statewide Deer Hunting Rules
685.50	Reporting Harvest of Deer
685.60	Rejection of Application/Revocation of Deer Permits
685.70	Regulations at Various Department-Owned or -Managed Sites
685.80	Youth White-Tailed Deer Hunt
685.90	Heritage Youth Wild Turkey Hunt - Spring Season
685.100	Youth Pheasant Hunting
685.110	Youth Waterfowl Hunting
685.120	Youth Dove Hunting

AUTHORITY: Implementing and authorized by Sections 1.3, 1.4, 2.24, 2.25, 2.26 and 3.36 of the Wildlife Code [520 ILCS 5/1.3, 1.4, 2.24, 2.25, 2.26 and 3.36].

SOURCE: Adopted at 20 Ill. Reg. 12452, effective August 30, 1996; amended at 21 Ill. Reg. 14548, effective October 24, 1997; amended at 25 Ill. Reg. 6904, effective May 21, 2001; amended at 26 Ill. Reg. _____, effective _____.

Section 685.80 Youth White-Tailed Deer Hunt

Statewide regulations shall apply except as noted in parentheses at the following sites by special permit allocated through the regular statewide drawing. Shooting is allowed from elevated tree stands, except as noted in parentheses. Applicants must not have reached their 16th birthday, have completed a State-approved Hunter Education course and have a hunting license, unless exempt, by the start of the Youth Deer Season. Only one tree stand is allowed per person. Tree stands must comply with restrictions listed in 17 Ill. Adm. Code 510.10(c)(3) and must be portable. Tree stands may be set up the day before the hunt and shall be removed the day after. All tree stands must be marked with a site assigned identification number. Check-in, check-out and report of harvest is required.

Crab Orchard National Wildlife Refuge (first season only)

Dixon Springs State Park

Fort Massac State Park (first season only)

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Lake Le Aqua Na State Park (hunting from Department established ground blinds only; first season only; permits shall be antlerless only; youth hunters may purchase a \$5 either sex permit after harvesting an antlerless deer; supervisors may hunt, but may only take antlerless deer)

(Source: Amended at 26 Ill. Reg. _____, effective _____)

Section 685.90 Heritage Youth Wild Turkey Hunt - Spring Season

- a) Turkey Permit Requirements - Heritage Youth Turkey Hunt
- 1) The Heritage Youth Wild Turkey Hunt is open only to Illinois residents under the age of 16 at ~~who will be between the ages of 10--15 inclusive~~ by the start of the Heritage Youth Wild Turkey Hunt. All participating youths must have completed a Department-approved Hunter Education course. All youth hunters must have a current, valid Heritage Youth Wild Turkey Hunt Permit (\$10). For permit application and other information write to:

Illinois Department of Natural Resources
Youth Turkey
524 S. Second Street, Room 210
P.O. Box 19227
Springfield, IL 62794-9227

- 2) Each applicant must enclose a separate fee (check or money order) payable to the Department of Natural Resources, or the application will be returned. Applicants should not send cash with their applications. The Department will not be responsible for cash sent through the mail.
- 3) Each applicant must complete the official Department Heritage Youth Wild Turkey Permit application.
- 4) The season dates and open counties will be determined annually by the Director of the Illinois Department of Natural Resources. The number of permits issued will be in addition to the established county permit quotas. The dates of the application period for permits will be publicly announced annually by the Department.
- 5) The applicants must not have had their hunting privileges suspended or revoked in this State or any other state.
- 6) If more than one application for an Illinois Heritage Youth Wild Turkey Hunt Permit is received from the same person, all applications submitted in that name will be rejected and permits revoked.
- 7) A \$3 service fee will be charged for replacement permits issued by the Department.
- 8) Each Illinois Heritage Youth Wild Turkey Hunt Permit holder is

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required to be accompanied by a parent/guardian or responsible adult who possesses a valid Firearm Owners Identification (FOID) Card. The accompanying adult must be present for the permit holder (youth) to hunt. The adult and/or adult caller is not allowed to hunt, but may accompany the youth hunter as a caller or observer.

- 9) The Heritage Youth Wild Turkey Hunt Permit will only be valid for the dates and counties listed on the permit. Each youth must also possess a valid Illinois hunting license prior to hunting, unless exempt.

- 10) Turkey hunting seminars covering turkey hunting safety and aspects of turkey hunting will be made available to participating youths.

- 11) Permits issued for the Heritage Youth Wild Turkey Hunt will not be counted in the number of permits a person can be issued for the regular Spring Wild Turkey Season.

b) Turkey Hunting Regulations

It is unlawful:

- 1) to use live or electronic turkey decoys, recorded calls, dogs, or bait (an area is considered as baited during the presence of and for 10 consecutive days following the removal of the bait);
- 2) to take any wild turkey except a hen with a visible beard or a gobbler (male);
- 3) to take, or attempt to take, more than three wild turkeys during the spring season without a valid permit for each turkey that is taken;
- 4) to use any hunting device except a shotgun or bow and arrow. #4 shot is the largest and #7 1/2 is the smallest size shot that may be legally used. Archers may use a long, recurved, or compound bow with a minimum pull of 40 pounds at some point within a 28-inch draw. Minimum arrow length is 20 inches, and broadheads must be used. Broadheads may have fixed or expandable blades, but they must be barbed and have a minimum 7/8 inch diameter when fully opened. Broadheads with fixed blades must be metal or flint-, chert-, or obsidian-knapped; broadheads with expandable blades must be metal. Any mechanical device capable of maintaining a drawn position or partially drawn position on a bow is illegal. All other bows and arrows, including electronic arrow tracking systems, are illegal;
- 5) to hunt except from 1/2 hour before sunrise to 1:00 p.m. noon during each day of the season;
- 6) for any person having taken the legal limit of wild turkeys to further participate with a hunting device in any hunting party for the purpose of taking additional wild turkeys;
- 7) for any person to possess, while in the field during wild turkey season, any turkey permit issued to another person (permits are non-transferable);
- 8) to transport or leave a wild turkey without first affixing the

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adhesive-backed turkey permit securely around the leg. Immediately ~~leg-tag-must-be-affixed--to--the--turkey--immediately~~ upon kill and before the turkey is moved, transported or field dressed, the hunter must cut out the designated notch on the leg tag to invalidate it, and the tag must be affixed to the turkey. Successful hunters must register their harvest by 3:00 2:00 p.m. on the same calendar day the turkey was taken by calling the toll-free telephone number provided with their turkey hunting permit. Hunters must provide all information requested by the telephone check-in system, and will be provided with a confirmation number to verify that they checked in their harvest. The confirmation number must be written by the hunter onto the leg tag. The leg tag must remain attached to the leg of the turkey until it is at the legal residence of the person who legally took or possessed the turkey and the turkey has been checked in. The turkey must remain whole (or field dressed) until it has been checked in; and

9) for any person to shoot a wild turkey while it is in a tree before 7:00 a.m.

(Source: Amended at 26 Ill. Reg. _____, effective _____)

Section 685.100 Youth Pheasant Hunting

a) Permit Requirements

- 1) Applicants must contact the Department to obtain a permit reservation. Starting dates and methods for making reservations will be publicly announced. Only applications for reservations submitted by Illinois residents will be processed during the first two weeks of the application period. Reservations will be confirmed. Up to six reservations, but only one per applicant, may be made. Multiple reservations for the same person will not be accepted and that person will forfeit his right to acquire a reservation for the season. There is no fee for the youth pheasant hunting permit.
- 2) Only one permit per person will be issued until the daily quota is filled. The daily quota is determined by the formula: one hunter per 10 to 40 huntable acres. Huntable acres are determined by, but not limited to, the biological studies on the number of the species available, the condition, topography, and configuration of the land at the site, the condition of the roads at the site, and the number of employees available to work at the site.
- 3) The Springfield Permit Office cannot transfer or alter reservations to change hunting areas, dates or hunters' names. Permits cannot be transferred on the hunting areas. For other information write to:

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Illinois Department of Natural Resources
Pheasant
524 South 2nd Street, Room 210
P. O. Box 19457
Springfield, Illinois 62794-9457

- 4) Reservations for the Illinois Youth Pheasant Hunt will be issued from the Springfield Permit Office for Chain O'Lakes State Park, Des Plaines Conservation Area, Edward R. Madigan State Park, Eldon Hazlet State Park (Carlyle Lake), Iroquois County Conservation Area, Moraine View State Park, Wayne Fitzgerald (Rend Lake) State Park, Richland County Controlled Pheasant Hunting Area, Mackinaw River State Fish and Wildlife Area, Horseshoe Lake State Park (Madison County), Sand Ridge State Forest, Sangchris Lake State Park and Jim Edgar Panther Creek State Fish and Wildlife Area (Controlled Area).

b) Hunting Regulations

- 1) At the following sites, the Illinois Youth Pheasant Hunt will be held on: the Sunday following the opening of the statewide upland game season, except at the Richland County Controlled Pheasant Hunting Area where the hunt will be held on the Sunday preceding Thanksgiving and at Mackinaw River State Fish and Wildlife Area where the hunt will be the Saturday preceding the opening of the statewide upland game season.

- A) the Saturday preceding the opening of the statewide upland game season:

Mackinaw River State Fish and Wildlife Area

- B) the first Sunday of the site's controlled pheasant hunting season:

Chain O'Lakes State Park

Des Plaines Conservation Area

Eldon Hazlet State Park (Carlyle Lake)

Iroquois County Conservation Area

Jim Edgar Panther Creek State Fish and Wildlife Area Controlled Unit

Moraine View State Park

Sand Ridge State Forest

Wayne Fitzgerald State Park (Rend Lake)

DEPARTMENT OF NATURAL RESOURCES

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- C) the Sunday following the opening of the statewide upland game season:

Edward R. Madigan State Park

Sangchris Lake State Park

- D) the second Sunday following the opening of the statewide upland game season:

Horseshoe Lake State Park (Madison County)

- E) the Sunday preceding Thanksgiving Day:

Richland County Controlled Pheasant Hunting Area

- 2) Hunting hours are from 9:00 a.m. to 4:00 p.m., except at Sangchris Lake hunting hours are from 12 noon to 4:00 p.m. Hunters with reservations or permits are required to check in at the check station between 7:00 a.m. and 8:00 a.m. (between 10:00 a.m. and 10:30 a.m. at Sangchris Lake State Park).

- 3) All hunters must be between the ages of 10 - 15 inclusive and have a youth hunting permit. Stand-by permits will not be available except at Sangchris Lake and Edward R. Madigan State Park.

- 4) All hunters are required to deposit their hunting licenses in the check station while hunting. Each permit holder MUST be accompanied by a non-hunting supervisory adult. If the hunter does not have a valid Firearm Owner's Identification (FOID) Card, the supervisory adult is required to have a valid FOID Card. Only one supervisory adult in a hunting party is required to have a valid FOID Card if the hunters in the hunting party stay under the immediate control (accompany youth hunter at all times) of the supervisory adult possessing the valid FOID Card.

- 5) Supervising adults are required to wear a cap and upper outer garment of solid and vivid blaze orange of a least 400 square inches. Hunters must wear a back patch issued by the check station.

- 6) Anyone who has killed game previously and has it in his possession or in his vehicle must declare it with the person in charge of the area prior to hunting on the area. All previously killed game found in a hunter's possession after he has started hunting on the area will be considered illegally taken if the hunter has not declared it prior to going into the field.

- 7) All hunting must be done with shotguns. Only shot shells with a shot size of #5 lead, tungsten-iron, tungsten-polymer, tungsten-matrix, #4 bismuth or #3 steel or tin or smaller may be used, except at Chain O' Lakes State Park, Eldon Hazlet State

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Park and Wayne Fitzgerald State Park where only shot shells approved as non-toxic by the U.S. Fish and Wildlife Service with a shot size of #3 steel or tin, #4 bismuth, #5 tungsten-iron, tungsten-polymer, tungsten-matrix or smaller may be used.

8)

Daily limit.

A) Two pheasants of either sex at Eldon Hazlet State Park, Iroquois County Conservation Area, Des Plaines Conservation Area, Richland County Controlled Pheasant Hunting Area, Wayne Fitzgerald State Park, Horseshoe Lake State Park (Madison County) and Sand Ridge State Forest.

B) Two cock pheasants only at the Moraine View State Park, Mackinaw River State Fish and Wildlife Area and Chain O' Lakes State Park.

C) Statewide Upland Game Limits at Sangchris Lake State Park, Edward R. Madigan State Park and Jim Edgar Panther Creek State Fish and Wildlife Area Controlled Unit.

9) All pheasants must be affixed with a Department tag before they are removed from the area. The tag must remain on the leg of the pheasant until the pheasant is finally prepared for consumption.

(Source: Amended at 26 Ill. Reg. _____, effective _____)

ILLINOIS RACING BOARD

NOTICE OF PROPOSED AMENDMENTS

- 1) Heading of the Part: Trifecta
- 2) Code Citation: 11 Ill. Adm. Code 306
- 3) Section Numbers: Proposed Action:
306.20 Amendment
306.30 Amendment
- 4) Statutory Authority: 230 ILCS 5/9(b)
- 5) A Complete Description of the Subjects and Issues Involved: The repeal of Section 306.20(a) will permit mutuel fields in any stakes race. This rulemaking also amends Section 306.30 by reducing the number of betting interests, required in a trifecta race for harness racing, to six. These proposals will reduce the number of trifecta cancellations. Lastly, language has been added that in the event unexpected circumstances arise, the amendments to Section 306.30 would be suspended.
- 6) Will these proposed amendments replace emergency amendments currently in effect? No
- 7) Does this rulemaking contain an automatic repeal date? No
- 8) Do these proposed amendments contain incorporation by reference? No
- 9) Are there any other proposed amendments pending in this Part? No
- 10) Statement of Statewide Policy Objectives: No local governmental units will be required to increase expenditures.
- 11) Time, Place and Manner in which interested persons may comment on this proposed rulemaking: Written comments should be submitted, within 45 days of this notice, to:

Mickey Ezzo
Illinois Racing Board
100 West Randolph, Suite 11-100
Chicago, Illinois 60601
(312) 814-5017
- 12) Initial Regulatory Flexibility Analysis:

A) Types of small business affected: None

B) Reporting, bookkeeping or other procedures required for compliance: None

C) Types of professional skills necessary for compliance: None

ILLINOIS RACING BOARD

NOTICE OF PROPOSED AMENDMENTS

- 13) Regulatory Agenda which this rulemaking was summarized: This rulemaking was not included on either of the 2 most recent regulatory agendas because: it was not anticipated when they were submitted.

The full text of the Proposed Amendments begins on the next page:

ILLINOIS RACING BOARD

NOTICE OF PROPOSED AMENDMENTS

TITLE 11: ALCOHOL, HORSE RACING, AND LOTTERY
SUBTITLE B: HORSE RACING
CHAPTER I: ILLINOIS RACING BOARD
SUBCHAPTER a: GENERAL RULES

PART 306
TRIFECTA

Section	Definition
306.10	Entries and Fields
306.20	Minimum Fields
306.30	Pool Distribution
306.40	Dead Heats
306.50	Scratches
306.60	

AUTHORITY: Authorized by Section 9(b) of the Illinois Horse Racing Act of 1975 [230 ILCS 5/9(b)].

SOURCE: Adopted at 19 Ill. Reg. 15225, effective November 1, 1995; amended at 24 Ill. Reg. 7397, effective May 1, 2000; amended at 26 Ill. Reg. _____, effective _____.

Section 306.20 Entries and Fields

- a) Fields shall be allowed in a trifecta contest so long as it is a stakes race with a minimum purse of \$100,000.
- ab) For harness racing, only one entry, either coupled or uncoupled, shall be allowed in a trifecta race so long as it is a stakes race with a minimum purse of \$25,000 and a minimum field of eight betting interests at the start of the race. For stakes races with a minimum purse of \$50,000, entries, either coupled or uncoupled, shall be allowed and there shall be no restrictions on minimum betting interests.
- be) For thoroughbred racing, entries, either coupled or uncoupled, shall be allowed in a trifecta race under the following conditions:
- 1) one entry requires at least six betting interests at the start of the race.
 - 2) two entries requires at least eight betting interests at the start of the race.
 - 3) more than two entries shall require approval from the Executive Director or the State Director of Mutuels.
- cd) This Section shall not apply to races which are permitted for simulcasting under Section 26(g) of the Act [230 ILCS 5/26(g)].

(Source: Amended at 26 Ill. Reg. _____, effective _____)

ILLINOIS RACING BOARD

NOTICE OF PROPOSED AMENDMENTS

Section 306.30 Minimum Fields

- a) ~~Trifecta~~ For ~~thoroughbred~~ ~~trifecta~~ wagering shall be prohibited on races with fewer than 6 betting interests at the start of the race.
- b) ~~For harness racing trifecta wagering shall be prohibited on races with fewer than 7 betting interests at the start of the race.~~
- be) This Section shall not be applicable to Stakes Races.
- c) ~~The Board shall be permitted to immediately suspend application of this Section if the Board determines unusual or unexpected circumstances have arisen from adoption of these amendments.~~

(Source: Amended at 26 Ill. Reg. _____, effective _____)

ILLINOIS RACING BOARD

NOTICE OF PROPOSED AMENDMENTS

- 1) Heading of the Part: Superfecta
- 2) Code Citation: 11 Ill. Adm. Code 311
- 3) Section Numbers: Proposed Action:
311.35 Amendment
311.40 Amendment
- 4) Statutory Authority: 230 ILCS 5/9(b)
- 5) A Complete Description of the Subjects and Issues Involved: The rulemaking proposed in Section 311.35 reduces the number of betting interests required in a superfecta race to seven. In addition, the proposal in Section 311.40 will exempt superfecta minimum field-size requirements in stakes races.
- 6) Will these proposed amendments replace emergency amendments currently in effect? No
- 7) Does this rulemaking contain an automatic repeal date? No
- 8) Do these proposed amendments contain incorporation by reference? No
- 9) Are there any other proposed amendments pending in this Part? No
- 10) Statement of Statewide Policy Objectives: No local governmental units will be required to increase expenditures.
- 11) Time, Place and Manner in which interested persons may comment on this proposed rulemaking: Written comments should be submitted, within 45 days of this notice, to:

Mickey Ezzo, Illinois Racing Board
100 West Randolph, Suite 11-100
Chicago, Illinois 60601
(312)814-5017

12) Initial Regulatory Flexibility Analysis:

- A) Types of small business affected: None
- B) Reporting, bookkeeping or other procedures required for compliance:
None
- C) Types of professional skills necessary for compliance: None

- 13) Regulatory Agenda which this rulemaking was summarized: This rulemaking was not included on either of the most recent two regulatory agendas

ILLINOIS RACING BOARD

NOTICE OF PROPOSED AMENDMENTS

because: it was not anticipated when they were submitted.
The full text of the proposed amendments begins on the next page:

ILLINOIS RACING BOARD

NOTICE OF PROPOSED AMENDMENTS

TITLE 11: ALCOHOL, HORSE RACING, AND LOTTERY
SUBTITLE B: HORSE RACING
CHAPTER I: ILLINOIS RACING BOARD
SUBCHAPTER a: GENERAL RULES

PART 311
SUPERFECTA

- Section
311.10 Superfecta
311.20 Pool Distribution
311.25 Scratches
311.30 Dead Heats
311.35 Minimum Fields
311.40 Entries and-Fields

AUTHORITY: Authorized by Section 9(b) of the Illinois Horse Racing Act of 1975 [230 ILCS 5/9(b)].

SOURCE: Adopted at 18 Ill. Reg. 7440, effective May 8, 1994; amended at 19 Ill. Reg. 6663, effective May 1, 1995; amended at 26 Ill. Reg. _____, effective _____.

Section 311.35 Minimum Fields

- a) Superfecta wagering shall be prohibited on races with fewer than seven eight betting interests at the start of the race.
b) This Section shall not be applicable to thoroughbred stakes races.

(Source: Amended at 26 Ill. Reg. _____, effective _____)

Section 311.40 Entries and-Fields

- a) Fields-are-prohibited-in-superfecta-races-
a)b) Only one entry (i.e., two or more horses with a common interest) either coupled or uncoupled (see 11 Ill. Adm. Code 1312.265 and 1413.48) shall be allowed in a superfecta race so long as it is a stakes race with a minimum purse of \$25,000.
b)c) For overnight thoroughbred races, one coupled entry shall be allowed.
c)d) This Section shall not apply to races that which are permitted for simulcasting under Section 26(g) of the Act [230 ILCS 5/26(g)].

(Source: Amended at 26 Ill. Reg. _____, effective _____)

DEPARTMENT OF CENTRAL MANAGEMENT SERVICES

NOTICE OF ADOPTED AMENDMENT

- 1) Heading of the Part: Pay Plan
- 2) The Code Citation: 80 Ill. Adm. Code 310
- 3) Section Number:
310.280 Adopted Action:
Amendment
- 4) Statutory Authority: Authorized by Sections 8 and 8a of the Personnel Code [20 ILCS 415/8 and 8a]
- 5) Effective Date of Amendment: November 28, 2001
- 6) Does this rulemaking contain an automatic repeal date? No
- 7) Does this amendment contain incorporations by reference? No
- 8) A copy of the adopted amendment, including any material incorporated by reference, is on file in the agency's principal office and is available for public inspection.
- 9) Notice of Proposals Published in the Illinois Register: August 3, 2001, Issue #30, 25 Ill. Reg. 9759

10) Has JCAR issued a Statement of Objections to this amendment? No

11) Differences between proposal and final version? A Public Service Administrator (Pos. No. 37015-16-23-120-00-01) was added with the annual salary of \$85,104 for the Department of Children & Family Services. Also, a Public Service Administrator (Pos. No. 37015-25-61-140-90-01) was added with the annual salary of \$74,904 for the Department of Revenue. These changes were adopted at 25 Ill. Reg. 15560, Issue 49, December 7, 2001.

12) Have all the changes agreed upon by the agency and JCAR been made as indicated in the agreements issued by JCAR? Yes

13) Will this amendment replace any emergency rule currently in effect? No

14) Are there any proposed amendments pending on this Part? Yes

Section Numbers	Proposed Action	Ill. Register Citation
310.230	Amend	25 Ill. Reg. 11958, 09/21/01
310.270	Amend	25 Ill. Reg. 11958, 09/21/01
310.280	Amend	25 Ill. Reg. 11958, 09/21/01
310.280	Amend	25 Ill. Reg. 12463, 10/05/01
310.50	Amend	25 Ill. Reg. 14534, 11/16/01
310.80	Amend	25 Ill. Reg. 14534, 11/16/01
310.90	Amend	25 Ill. Reg. 14534, 11/16/01
310.100	Amend	25 Ill. Reg. 14534, 11/16/01

DEPARTMENT OF CENTRAL MANAGEMENT SERVICES

NOTICE OF ADOPTED AMENDMENT

- TABLE K Amend 25 Ill. Reg. 14534, 11/16/01
- TABLE P Amend 25 Ill. Reg. 14534, 11/16/01
- 15) Summary and Purpose of Amendment: The annual salary for the Public Information Officer IV (37004-42-00-005-10-01) was increased from \$64,932 to \$67,764 at the request of the Department of Commerce and Community Affairs.
- 16) Information and questions regarding this adopted amendment shall be directed to:
- Mr. Michael Murphy
Department of Central Management Services
Division of Technical Services
504 William G. Stratton Building
Springfield, Illinois 62706
(217) 782-5601

The full text of the adopted amendment begins on the next page:

DEPARTMENT OF CENTRAL MANAGEMENT SERVICES

NOTICE OF ADOPTED AMENDMENT

TITLE 80: PUBLIC OFFICIALS AND EMPLOYEES
SUBTITLE B: PERSONNEL RULES, PAY PLANS, AND
POSITION CLASSIFICATIONS
CHAPTER I: DEPARTMENT OF CENTRAL MANAGEMENT SERVICES

PART 310
PAY PLAN

SUBPART A: NARRATIVE

Section
310.20 Policy and Responsibilities
310.30 Jurisdiction
310.40 Pay Schedules
310.50 Definitions
310.60 Conversion of Base Salary to Pay Period Units
310.70 Conversion of Base Salary to Daily or Hourly Equivalents
310.80 Increases in Pay
310.90 Decreases in Pay
310.100 Other Pay Provisions
310.110 Implementation of Pay Plan Changes for Fiscal Year 2002
310.120 Interpretation and Application of Pay Plan
310.130 Effective Date
310.140 Reinstitution of Within Grade Salary Increases (Repealed)
310.150 Fiscal Year 1985 Pay Changes in Schedule of Salary Grades, Effective July 1, 1984 (Repealed)

SUBPART B: SCHEDULE OF RATES

Section
310.205 Introduction
310.210 Prevailing Rate
310.220 Negotiated Rate
310.230 Part-Time Daily or Hourly Special Services Rate
310.240 Hourly Rate
310.250 Member, Patient and Inmate Rate
310.260 Trainee Rate
310.270 Legislated and Contracted Rate
310.280 Designated Rate
310.290 Out-of-State or Foreign Service Rate
310.300 Educator Schedule for RC-063 and HR-010
310.310 Physician Specialist Rate
310.320 Annual Compensation Ranges for Executive Director and Assistant Executive Director, State Board of Elections
310.330 Excluded Classes Rate (Repealed)

SUBPART C: MERIT COMPENSATION SYSTEM

DEPARTMENT OF CENTRAL MANAGEMENT SERVICES

NOTICE OF ADOPTED AMENDMENT

Section
310.410 Jurisdiction
310.420 Objectives
310.430 Responsibilities
310.440 Merit Compensation Salary Schedule
310.450 Procedures for Determining Annual Merit Increases
310.455 Intermittent Merit Increase
310.456 Merit Zone (Repealed)
310.460 Other Pay Increases
310.470 Adjustment
310.480 Decreases in Pay
310.490 Other Pay Provisions
310.495 Broad-Band Pay Range Classes
310.500 Definitions
310.510 Conversion of Base Salary to Pay Period Units
310.520 Conversion of Base Salary to Daily or Hourly Equivalents
310.530 Implementation
310.540 Annual Merit Increase Guidechart for Fiscal Year 2002
310.550 Fiscal Year 1985 Pay Changes in Merit Compensation System, effective July 1, 1984 (Repealed)

APPENDIX A Negotiated Rates of Pay

TABLE A HR-190 (Department of Central Management Services - State of Illinois Building - SEIU)
TABLE AA NR-916 (Department of Natural Resources, Teamsters)
TABLE AB VR-007 (Plant Maintenance Engineers, Operating Engineers)
TABLE B HR-200 (Department of Labor - Chicago, Illinois - SEIU) (Repealed)
TABLE C RC-069 (Firefighters, AFSCME) (Repealed)
TABLE D HR-001 (Teamsters Local #726)
TABLE E RC-020 (Teamsters Local #330)
TABLE F RC-019 (Teamsters Local #25)
TABLE G RC-045 (Automotive Mechanics, IFPE)
TABLE H RC-006 (Corrections Employees, AFSCME)
TABLE I RC-009 (Institutional Employees, AFSCME)
TABLE J RC-014 (Clerical Employees, AFSCME)
TABLE K RC-023 (Registered Nurses, INA)
TABLE L RC-008 (Boilermakers)
TABLE M RC-110 (Conservation Police Lodge)
TABLE N RC-010 (Professional Legal Unit, AFSCME)
TABLE O RC-028 (Paraprofessional Human Services Employees, AFSCME)
TABLE P RC-029 (Paraprofessional Investigatory and Law Enforcement Employees, IFPE)
TABLE Q RC-033 (Meat Inspectors, IFPE)
TABLE R RC-042 (Residual Maintenance Workers, AFSCME)
TABLE S HR-012 (Fair Employment Practices Employees, SEIU) (Repealed)
TABLE T HR-010 (Teachers of Deaf, IFT)
TABLE U HR-010 (Teachers of Deaf, Extracurricular Paid Activities)
TABLE V CU-500 (Corrections, Meet and Confer Employees)

DEPARTMENT OF CENTRAL MANAGEMENT SERVICES

NOTICE OF ADOPTED AMENDMENT

TABLE W	RC-062 (Technical Employees, AFSCME)
TABLE X	RC-063 (Professional Employees, AFSCME)
TABLE Y	RC-063 (Educators, AFSCME)
TABLE Z	RC-063 (Physicians, AFSCME)
APPENDIX B	Schedule of Salary Grades - Monthly Rates of Pay for Fiscal Year 2002
APPENDIX C	Medical Administrator Rates for Fiscal Year 2002
APPENDIX D	Merit Compensation System Salary Schedule for Fiscal Year 2002
APPENDIX E	Teaching Salary Schedule (Repealed)
APPENDIX F	Physician and Physician Specialist Salary Schedule (Repealed)
APPENDIX G	Broad-Band Pay Range Classes Salary Schedule for Fiscal Year 2002

AUTHORITY: Implementing and authorized by Sections 8 and 8a of the Personnel Code [20 ILCS 415/8 and 8a].

SOURCE: Filed June 28, 1967; codified at 8 Ill. Reg. 1558; emergency amendment at 8 Ill. Reg. 1990, effective January 31, 1984, for a maximum of 150 days; amended at 8 Ill. Reg. 2440, effective February 15, 1984; emergency amendment at 8 Ill. Reg. 3348, effective March 5, 1984, for a maximum of 150 days; emergency amendment at 8 Ill. Reg. 4249, effective March 16, 1984, for a maximum of 150 days; emergency amendment at 8 Ill. Reg. 5704, effective April 16, 1984, for a maximum of 150 days; emergency amendment at 8 Ill. Reg. 7290, effective May 11, 1984, for a maximum of 150 days; amended at 8 Ill. Reg. 11299, effective June 25, 1984; emergency amendment at 8 Ill. Reg. 12616, effective July 1, 1984, for a maximum of 150 days; emergency amendment at 8 Ill. Reg. 15007, effective August 6, 1984, for a maximum of 150 days; amended at 8 Ill. Reg. 15367, effective August 13, 1984; emergency amendment at 8 Ill. Reg. 21310, effective October 10, 1984, for a maximum of 150 days; amended at 8 Ill. Reg. 21544, effective October 24, 1984; amended at 8 Ill. Reg. 22844, effective November 14, 1984; emergency amendment at 9 Ill. Reg. 1134, effective January 16, 1985, for a maximum of 150 days; amended at 9 Ill. Reg. 1320, effective January 23, 1985; amended at 9 Ill. Reg. 3681, effective March 12, 1985; emergency amendment at 9 Ill. Reg. 4163, effective March 15, 1985, for a maximum of 150 days; emergency amendment at 9 Ill. Reg. 9231, effective May 31, 1985, for a maximum of 150 days; amended at 9 Ill. Reg. 9420, effective June 7, 1985; amended at 9 Ill. Reg. 10663, effective July 1, 1985; emergency amendment at 9 Ill. Reg. 15043, effective September 24, 1985, for a maximum of 150 days; peremptory amendment at 10 Ill. Reg. 3325, effective January 22, 1986; amended at 10 Ill. Reg. 3230, effective January 24, 1986; emergency amendment at 10 Ill. Reg. 8904, effective May 13, 1986, for a maximum of 150 days; peremptory amendment at 10 Ill. Reg. 8928, effective May 13, 1986; emergency amendment at 10 Ill. Reg. 12090, effective June 30, 1986, for a maximum of 150 days; peremptory amendment at 10 Ill. Reg. 13675, effective July 31, 1986; peremptory amendment at 10 Ill. Reg. 14867, effective August 26, 1986; amended at 10 Ill. Reg. 15567, effective September 17, 1986; emergency amendment at 10 Ill. Reg. 17765, effective September 30, 1986, for a maximum of 150 days; peremptory amendment at 10 Ill. Reg. 19132, effective October 28, 1986; peremptory

DEPARTMENT OF CENTRAL MANAGEMENT SERVICES

NOTICE OF ADOPTED AMENDMENT

amendment at 10 Ill. Reg. 21097, effective December 9, 1986; amended at 11 Ill. Reg. 648, effective December 22, 1986; peremptory amendment at 11 Ill. Reg. 3363, effective February 3, 1987; peremptory amendment at 11 Ill. Reg. 4388, effective February 27, 1987; peremptory amendment at 11 Ill. Reg. 6291, effective March 23, 1987; amended at 11 Ill. Reg. 5901, effective March 24, 1987; emergency amendment at 11 Ill. Reg. 8787, effective April 15, 1987, for a maximum of 150 days; emergency amendment at 11 Ill. Reg. 11830, effective July 1, 1987, for a maximum of 150 days; peremptory amendment at 11 Ill. Reg. 13675, effective July 29, 1987; amended at 11 Ill. Reg. 14984, effective August 27, 1987; peremptory amendment at 11 Ill. Reg. 15273, effective September 1, 1987; peremptory amendment 11 Ill. Reg. 17919, effective October 19, 1987; peremptory amendment at 11 Ill. Reg. 19812, effective November 19, 1987; emergency amendment at 11 Ill. Reg. 20664, effective December 4, 1987, for a maximum of 150 days; amended at 11 Ill. Reg. 20778, effective December 11, 1987; peremptory amendment at 12 Ill. Reg. 3811, effective January 27, 1988; peremptory amendment at 12 Ill. Reg. 5459, effective March 3, 1988; amended at 12 Ill. Reg. 6073, effective March 21, 1988; peremptory amendment at 12 Ill. Reg. 7783, effective April 14, 1988; emergency amendment at 12 Ill. Reg. 7734, effective April 15, 1988, for a maximum of 150 days; peremptory amendment at 12 Ill. Reg. 8135, effective April 22, 1988; peremptory amendment at 12 Ill. Reg. 9745, effective May 23, 1988; emergency amendment at 12 Ill. Reg. 11778, effective July 1, 1988, for a maximum of 150 days; emergency amendment at 12 Ill. Reg. 12895, effective July 18, 1988, for a maximum of 150 days; peremptory amendment at 12 Ill. Reg. 13306, effective July 27, 1988; corrected at 12 Ill. Reg. 13359; amended at 12 Ill. Reg. 14630, effective September 6, 1988; amended at 12 Ill. Reg. 20449, effective November 28, 1988; peremptory amendment at 12 Ill. Reg. 20584, effective November 28, 1988; peremptory amendment at 13 Ill. Reg. 8080, effective May 10, 1989; amended at 13 Ill. Reg. 8849, effective May 30, 1989; peremptory amendment at 13 Ill. Reg. 8970, effective May 26, 1989; emergency amendment at 13 Ill. Reg. 10967, effective June 20, 1989, for a maximum of 150 days; emergency amendment expired on November 17, 1989; amended at 13 Ill. Reg. 11451, effective June 28, 1989; emergency amendment at 13 Ill. Reg. 11854, effective July 1, 1989, for a maximum of 150 days; corrected at 13 Ill. Reg. 12647; peremptory amendment at 13 Ill. Reg. 12887, effective July 24, 1989; amended at 13 Ill. Reg. 16950, effective October 20, 1989; amended at 13 Ill. Reg. 19221, effective December 12, 1989; amended at 14 Ill. Reg. 615, effective January 2, 1990; peremptory amendment at 14 Ill. Reg. 1627, effective January 11, 1990; amended at 14 Ill. Reg. 4455, effective March 12, 1990; peremptory amendment at 14 Ill. Reg. 7652, effective May 7, 1990; amended at 14 Ill. Reg. 10002, effective June 11, 1990; emergency amendment at 14 Ill. Reg. 11330, effective June 29, 1990, for a maximum of 150 days; amended at 14 Ill. Reg. 14361, effective August 24, 1990; emergency amendment at 14 Ill. Reg. 15570, effective September 11, 1990, for a maximum of 150 days; emergency amendment expired on February 8, 1991; corrected at 14 Ill. Reg. 16092; peremptory amendment at 14 Ill. Reg. 17098, effective September 26, 1990; amended at 14 Ill. Reg. 17189, effective October 2, 1990; amended at 14 Ill. Reg. 17189, effective October 19, 1990; amended at 14 Ill. Reg. 18719, effective November 13, 1990; peremptory amendment at 14 Ill. Reg. 18854,

DEPARTMENT OF CENTRAL MANAGEMENT SERVICES

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effective November 13, 1990; peremptory amendment at 15 Ill. Reg. 663, effective January 7, 1991; amended at 15 Ill. Reg. 3296, effective February 14, 1991; amended at 15 Ill. Reg. 4401, effective March 11, 1991; peremptory amendment at 15 Ill. Reg. 5100, effective March 20, 1991; peremptory amendment at 15 Ill. Reg. 5465, effective April 2, 1991; emergency amendment at 15 Ill. Reg. 10485, effective July 1, 1991, for a maximum of 150 days; amended at 15 Ill. Reg. 11080, effective July 19, 1991; amended at 15 Ill. Reg. 13080, effective August 21, 1991; amended at 15 Ill. Reg. 14210, effective September 23, 1991; emergency amendment at 16 Ill. Reg. 711, effective December 26, 1991, for a maximum of 150 days; amended at 16 Ill. Reg. 3450, effective February 20, 1992; peremptory amendment at 16 Ill. Reg. 5068, effective March 11, 1992; peremptory amendment at 16 Ill. Reg. 7056, effective April 20, 1992; emergency amendment at 16 Ill. Reg. 8239, effective May 19, 1992, for a maximum of 150 days; amended at 16 Ill. Reg. 8382, effective May 26, 1992; emergency amendment at 16 Ill. Reg. 13950, effective August 19, 1992, for a maximum of 150 days; emergency amendment at 16 Ill. Reg. 14452, effective September 4, 1992, for a maximum of 150 days; amended at 17 Ill. Reg. 238, effective December 23, 1992; peremptory amendment at 17 Ill. Reg. 498, effective December 18, 1992; amended at 17 Ill. Reg. 590, effective January 4, 1993; amended at 17 Ill. Reg. 1819, effective February 2, 1993; amended at 17 Ill. Reg. 6441, effective April 8, 1993; emergency amendment at 17 Ill. Reg. 12900, effective July 22, 1993, for a maximum of 150 days; amended at 17 Ill. Reg. 13409, effective July 29, 1993; emergency amendment at 17 Ill. Reg. 13789, effective August 9, 1993, for a maximum of 150 days; emergency amendment at 17 Ill. Reg. 14666, effective August 26, 1993, for a maximum of 150 days; amended at 17 Ill. Reg. 19103, effective October 25, 1993; emergency amendment at 17 Ill. Reg. 21858, effective December 1, 1993, for a maximum of 150 days; amended at 17 Ill. Reg. 22514, effective December 15, 1993; amended at 18 Ill. Reg. 227, effective December 17, 1993; amended at 18 Ill. Reg. 1107, effective January 18, 1994; amended at 18 Ill. Reg. 5146, effective March 21, 1994; peremptory amendment at 18 Ill. Reg. 9562, effective June 13, 1994; emergency amendment at 18 Ill. Reg. 11299, effective July 1, 1994, for a maximum of 150 days; peremptory amendment at 18 Ill. Reg. 13476, effective August 17, 1994; emergency amendment at 18 Ill. Reg. 14417, effective September 9, 1994, for a maximum of 150 days; amended at 18 Ill. Reg. 16545, effective October 31, 1994; peremptory amendment at 18 Ill. Reg. 16708, effective October 28, 1994; amended at 18 Ill. Reg. 17191, effective November 21, 1994; amended at 19 Ill. Reg. 1024, effective January 24, 1995; peremptory amendment at 19 Ill. Reg. 2481, effective February 17, 1995; peremptory amendment at 19 Ill. Reg. 3073, effective February 17, 1995; amended at 19 Ill. Reg. 3456, effective March 7, 1995; peremptory amendment at 19 Ill. Reg. 5145, effective March 14, 1995; amended at 19 Ill. Reg. 6452, effective May 2, 1995; peremptory amendment at 19 Ill. Reg. 6688, effective May 1, 1995; amended at 19 Ill. Reg. 7841, effective June 1, 1995; amended at 19 Ill. Reg. 8156, effective June 12, 1995; amended at 19 Ill. Reg. 9096, effective June 27, 1995; emergency amendment at 19 Ill. Reg. 11954, effective August 1, 1995, for a maximum of 150 days; peremptory amendment at 19 Ill. Reg. 13979, effective September 19, 1995; peremptory amendment at 19 Ill. Reg. 15103, effective October 12, 1995; amended at 19 Ill. Reg. 16160,

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effective November 28, 1995; amended at 20 Ill. Reg. 308, effective December 22, 1995; emergency amendment at 20 Ill. Reg. 4060, effective February 27, 1996, for a maximum of 150 days; peremptory amendment at 20 Ill. Reg. 6334, effective April 22, 1996; peremptory amendment at 20 Ill. Reg. 7434, effective May 14, 1996; amended at 20 Ill. Reg. 8301, effective June 11, 1996; amended at 20 Ill. Reg. 8657, effective June 20, 1996; amended at 20 Ill. Reg. 9006, effective June 26, 1996; amended at 20 Ill. Reg. 9925, effective July 10, 1996; emergency amendment at 20 Ill. Reg. 10213, effective July 15, 1996, for a maximum of 150 days; amended at 20 Ill. Reg. 10841, effective August 5, 1996; peremptory amendment at 20 Ill. Reg. 13408, effective September 24, 1996; amended at 20 Ill. Reg. 15018, effective November 7, 1996; peremptory amendment at 20 Ill. Reg. 15092, effective November 7, 1996; emergency amendment at 21 Ill. Reg. 1023, effective January 6, 1997, for a maximum of 150 days; amended at 21 Ill. Reg. 1629, effective January 22, 1997; amended at 21 Ill. Reg. 5144, effective April 15, 1997; amended at 21 Ill. Reg. 6444, effective May 15, 1997; amended at 21 Ill. Reg. 7118, effective June 3, 1997; emergency amendment at 21 Ill. Reg. 10061, effective July 21, 1997, for a maximum of 150 days; emergency amendment at 21 Ill. Reg. 12859, effective September 8, 1997, for a maximum of 150 days; peremptory amendment at 21 Ill. Reg. 14267, effective October 14, 1997; peremptory amendment at 21 Ill. Reg. 14589, effective October 15, 1997; peremptory amendment at 21 Ill. Reg. 15030, effective November 10, 1997; amended at 21 Ill. Reg. 16344, effective December 9, 1997; peremptory amendment at 21 Ill. Reg. 16465, effective December 4, 1997; peremptory amendment at 21 Ill. Reg. 17167, effective December 9, 1997; peremptory amendment at 21 Ill. Reg. 1593, effective December 22, 1997; amended at 22 Ill. Reg. 2580, effective January 14, 1998; peremptory amendment at 22 Ill. Reg. 4326, effective February 13, 1998; peremptory amendment at 22 Ill. Reg. 5108, effective February 26, 1998; peremptory amendment at 22 Ill. Reg. 5749, effective March 3, 1998; amended at 22 Ill. Reg. 6204, effective March 12, 1998; peremptory amendment at 22 Ill. Reg. 7053, effective April 1, 1998; peremptory amendment at 22 Ill. Reg. 7320, effective April 10, 1998; emergency amendment at 22 Ill. Reg. 7692, effective April 20, 1998; emergency amendment at 22 Ill. Reg. 12607, effective July 2, 1998, for a maximum of 150 days; peremptory amendment at 22 Ill. Reg. 15489, effective August 7, 1998; amended at 22 Ill. Reg. 16158, effective September 30, 1998; peremptory amendment at 22 Ill. Reg. 19105, effective September 30, 1998; peremptory amendment at 22 Ill. Reg. 19943, effective October 27, 1998; peremptory amendment at 22 Ill. Reg. 20406, effective November 5, 1998; amended at 22 Ill. Reg. 20581, effective November 16, 1998; amended at 23 Ill. Reg. 664, effective January 1, 1999; peremptory amendment at 23 Ill. Reg. 730, effective December 29, 1998; emergency amendment at 23 Ill. Reg. 6533, effective May 10, 1999, for a maximum of 150 days; amended at 23 Ill. Reg. 7065, effective June 3, 1999; emergency amendment at 23 Ill. Reg. 8169, effective July 1, 1999, for a maximum of 150 days; amended at 23 Ill. Reg. 11020, effective August 26, 1999; amended at 23 Ill. Reg. 12429, effective September 21, 1999; peremptory amendment at 23 Ill. Reg. 12493, effective September 23, 1999; amended at 23 Ill. Reg. 12604, effective September 24, 1999; amended at 23 Ill. Reg. 13053, effective September 27, 1999; peremptory amendment at 23 Ill. Reg. 13132, effective October 1, 1999; amended at 23 Ill.

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Reg. 13570, effective October 26, 1999; amended at 23 Ill. Reg. 14020, effective November 15, 1999; amended at 24 Ill. Reg. 1025, effective January 7, 2000; peremptory amendment at 24 Ill. Reg. 3399, effective February 3, 2000; amended at 24 Ill. Reg. 3537, effective February 18, 2000; amended at 24 Ill. Reg. 6874, effective April 21, 2000; amended at 24 Ill. Reg. 7956, effective May 23, 2000; emergency amendment at 24 Ill. Reg. 10328, effective July 1, 2000, for a maximum of 150 days; emergency expired November 27, 2000; peremptory amendment at 24 Ill. Reg. 10767, effective July 3, 2000; amended at 24 Ill. Reg. 13384, effective August 17, 2000; peremptory amendment at 24 Ill. Reg. 14460, effective September 14, 2000; peremptory amendment at 24 Ill. Reg. 16700, effective October 30, 2000; peremptory amendment at 24 Ill. Reg. 17600, effective November 16, 2000; amended at 24 Ill. Reg. 18058, effective December 4, 2000; peremptory amendment at 24 Ill. Reg. 18444, effective December 1, 2000; amended at 25 Ill. Reg. 811, effective January 4, 2001; amended at 25 Ill. Reg. 2389, effective January 22, 2001; amended at 25 Ill. Reg. 4552, effective March 14, 2001; peremptory amendment at 25 Ill. Reg. 5067, effective March 21, 2001; amended at 25 Ill. Reg. 5618, effective April 4, 2001; amended at 25 Ill. Reg. 6655, effective May 11, 2001; amended at 25 Ill. Reg. 7151, effective May 25, 2001; peremptory amendment at 25 Ill. Reg. 8009, effective June 14, 2001; emergency amendment at 25 Ill. Reg. 9336, effective July 3, 2001, for a maximum of 150 days; amended at 25 Ill. Reg. 9846, effective July 23, 2001; amended at 25 Ill. Reg. 12087, effective September 6, 2001; amended at 25 Ill. Reg. 15560, effective November 20, 2001; peremptory amendment at 25 Ill. Reg. 15671, effective November 15, 2001; amended at 25 Ill. Reg. 15974, effective NOV 28 2001.

SUBPART B: SCHEDULE OF RATES

Section 310.280 Designated Rate

The rate of pay for a specific position or class of positions where it is deemed desirable to exclude such from the other requirements of this Pay Plan shall be only as designated by the Governor.

Department of Children & Family Services

Public Service Administrator
(Pos. No. 37015-16-23-120-00-01)

Annual Salary
85,104

Department of Commerce & Community Affairs

Public Information Officer IV
(Pos. No. 37004-42-00-005-10-01)

Annual Salary
67,764
64,932

Public Service Administrator
(Pos. No. 37015-42-35-110-10-03)

Annual Salary
78,612

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Public Service Administrator
(Pos. No. 37015-42-35-140-20-01)

Annual Salary
87,720

Department of Human Services

Medical Administrator I, Option D
(Pos. No. 26401-10-79-006-00-21)

Annual Salary
142,368

Public Service Administrator
(Pos. No. 37015-10-23-100-30-01)

Annual Salary
76,572

Senior Public Service Administrator
(Pos. No. 40070-10-65-000-00-01)

Annual Salary
105,475

Senior Public Service Administrator
(Pos. No. 40070-10-81-920-00-21)

Annual Salary
105,480

Illinois State & Local Labor Relations Board

Private Secretary II
(Pos. No. 34202-50-19-000-00-01)

Annual Salary
51,900

Department of Natural Resources

Administrative Assistant II
(Pos. No. 00502-12-30-000-20-01)

Annual Salary
50,520

Department of Revenue

Senior Public Service Administrator
(Pos. No. 37015-25-61-140-80-01)

Annual Salary
76,668

Public Service Administrator
(Pos. No. 37015-25-61-140-90-01)

Annual Salary
74,904

Department of State Police

Senior Public Service Administrator
(Pos. No. 40070-21-10-000-00-01)

Annual Salary
109,358

(Source: Amended at 25 Ill. Reg. 15974, effective NOV 28 2001)

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- 1) Heading of the Part: Regional Tourism Development Organization Program
- 2) Code Citation: 14 Ill. Adm. Code 515
- 3) Section Numbers:

515.10	New Section
515.20	New Section
515.30	New Section
515.40	New Section
515.50	New Section
515.60	New Section
515.70	New Section
515.80	New Section
515.90	New Section
515.100	New Section
515.110	New Section
515.120	New Section
- 4) Statutory Authority: Implementing and authorized by Section 605-710 of the Civil Administrative Code of Illinois [20 ILCS 605/605-710].
- 5) Effective Date of Rules: November 28, 2001
- 6) Does this rulemaking contain an automatic repeal date? No
- 7) Do these rules contain incorporations by reference? No
- 8) A copy of the adopted rules, including any material incorporated by reference, is on file in the agency's principal office and is available for public inspection.
- 9) Notice of Proposal Published in Illinois Register: Published at 25 Ill. Reg. 9644 on July 27, 2001.
- 10) Has JCAR issued a Statement of Objection to these rules? No
- 11) Differences between proposal and final version: In addition to grammatical and stylistic changes, the following were also changed: Added the definition of "Regional Service Area." Revised Section 515.60(a)(1)(A) to clarify the possible State authorities an entity must be in good standing with.
- 12) Have all the changes agreed upon by the agency and JCAR been made as indicated in the agreements issued by JCAR? Yes
- 13) Will these rules replace emergency rules currently in effect? Yes
- 14) Are there any amendments pending on this Part? No

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- 15) Summary and Purpose of Rules: Legislation to convert the Regional Tourism Development Organization (RTDO) Program from a contractual to a grant program was approved by the General Assembly and signed into law by the Governor. The mission of the RTDOs is to carry out DCCA's tourism goals in a regional setting. This change to a grant program provides a more rational process for supporting regional efforts to promote tourism and make the RTDOs more effective partners in promoting Illinois tourism at the regional level
- 16) Information and questions regarding these adopted rules shall be directed to:

Ms. Raya Bogard
Illinois Administrative Code Rules Manager
Illinois Department of Commerce and Community Affairs
James R. Thompson Center
100 West Randolph
Suite 3-400
Chicago, IL 60601
(312) 814-9593

The full text of the adopted rules begins on the next page:

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TITLE 14: COMMERCE

SUBTITLE C: ECONOMIC DEVELOPMENT

CHAPTER I: DEPARTMENT OF COMMERCE AND COMMUNITY AFFAIRS

PART 515

REGIONAL TOURISM DEVELOPMENT ORGANIZATION PROGRAM

Section	Purpose
515.10	Definitions
515.20	Eligible Applicants
515.30	Eligible Use of Grant Funds
515.40	Form of Certification and Application
515.50	Certification and Application Process
515.60	Allocation of Appropriations
515.70	Funding Limitation
515.80	Grant Agreement
515.90	Computation of Time
515.100	Severability
515.110	Administrative Requirements
515.120	

AUTHORITY: Implementing and authorized by Section 605-710 of the Civil Administrative Code of Illinois [20 ILCS 605/605-710].

SOURCE: Emergency rule adopted at 25 Ill. Reg. 9644, effective July 1, 2001, for a maximum of 150 days; adopted at 25 Ill. Reg. 15984, effective NOV 28 2001.

Section 515.10 Purpose

Section 605-710 of the Civil Administrative Code of Illinois authorizes the Department of Commerce and Community Affairs to make grants to not-for-profit regional tourism development organizations that assist the Department in developing tourism throughout a multi-county geographical area designated by the Department.

Section 515.20 Definitions

The following definitions are applicable to this Part:

"Act": means Section 605-710 of the Civil Administrative Code of Illinois [20 ILCS 605/605-710].

"Agreement": means a written document executed between the Grantee and the Department defining the rights and obligations with respect to the Project.

"Applicant": means a not-for-profit entity submitting a written

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request for certification and funds appropriated under the Act.

"Application": means a written request for program funds containing the required information and attachments.

"Bureau of Tourism": means the division of the Department that has the delegated authority to perform all administrative functions relating to the Act.

"Department": means the Department of Commerce and Community Affairs of the State of Illinois.

"Department Logo": means a form of recognition as stipulated and supplied by the Department to identify a Promotional Project/Product as being produced in whole or in part through grant funds from the Department.

"Director": means the Director of the Department of Commerce and Community Affairs.

"Economic Impact": means the direct financial result of visitor spending at a tourism destination, attraction or event.

"Eligible Project": means administrative and promotional activities that are approved and funded by the Department.

"Fiscal Year": means July 1 through June 30, the Fiscal Year of the State of Illinois.

"Fiscal Year Work Plan": means the Regional Tourism Development Organization's 12 month work plan including a description of specific goals, objectives, strategies, and anticipated results.

"Grant Amount": means an amount that the Department shall pay to a Grantee for its use on the Eligible Project.

"Grantee": means a certified Regional Tourism Development Organization that has been awarded a grant in accordance with the Act.

"Ineligible Project": means a project that is ineligible for funding as defined in Section 515.40.

"Program": means the Regional Tourism Development Organization Program described in this Part.

"Project": means the activities described by the Applicant in the Fiscal Year Work Plan and approved by the Department.

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"Project Budget": means an itemized list of costs associated with the activities described in the Fiscal Year Work Plan.

"Promotional Projects": means activities that are designed to encourage overnight visits or visitors to travel to and through Illinois or encourage attendance at local events in accordance with Section 515.40(a).

"Regional Service Area": means a multi-county geographical area designated by the Department for the development and promotion of tourism products.

"Regional Tourism Development Organization (RTDO)": means a not-for-profit entity that meets the certification criteria and is designated by the Department to receive funds under the Act.

"Tourism": means travel 50 miles or more one-way, or an overnight trip outside of a person's normal routine.

"Tourism Attraction": means fishing and hunting areas, State parks, historical/cultural sites, areas of historic or scenic interest, museums, recreation areas, botanical gardens, theme/amusement parks, interpretive programs and other facilities or businesses that attract or serve visitors that are open to the public for a minimum of 100 days per year (if the tourism attraction is entirely event driven, then it shall be open for a minimum of 200 hours per year), and are marketed and promoted to visitors from more than 50 miles away.

"Travel/Trade Show": means an exhibit/marketplace of travel related products and/or services.

Section 515.30 Eligible Applicants

Illinois Regional Tourism Development Organizations (RTDO) recognized by the Department as certified are eligible to receive grant funds.

Section 515.40 Eligible Use of Grant Funds

a) Examples of eligible Promotional Projects include, but are not limited to:

- 1) Production and printing of travel related brochures that are primarily used as fulfillment for advertising placed 50 miles outside of the regional service area;
- 2) Advertising primarily directed toward areas 50 miles outside of the regional service area being promoted;
- 3) Rental of billboard space and artwork, design and production of billboard advertising to promote a regional service area;
- 4) Web site development for the regional service area;

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- 5) Marketing research for the regional service area;
- 6) Travel/trade show booth space rental and expenses (i.e., electric, furniture rental, cleaning, etc.), and travel/trade show registration fees for domestic marketing that represents the regional service area;
- 7) 1-800 number telephone expenses for regional service area visitor inquiries; and
- 8) Purchase and use of mailing lists for direct mail promotions.

b) Examples of projects eligible for grant administrative funding include, but are not limited to:

- 1) Photocopies;
 - 2) All postage, distribution and shipping expenses;
 - 3) Insurance;
 - 4) Audits;
 - 5) Accounting services;
 - 6) Phone;
 - 7) Rent;
 - 8) Supplies;
 - 9) Maintenance fees associated with a website;
 - 10) Travel expenses (transportation, lodging, per diem) in accordance with the latest State of Illinois Department of Central Management Services Travel Regulations;
 - 11) Salaries;
 - 12) Membership dues for travel related associations or organizations; and
 - 13) Equipment leasing/rental.
- c) Activities ineligible for funding include, but are not limited to:
- 1) Purchase of equipment;
 - 2) Purchase of any alcoholic beverages;
 - 3) Penalties, fines, late payment fees, service or interest charges; and
 - 4) Any project that receives funding through the Tourism Marketing Partnership Program, Tourism Attraction Development Grant Program, or Tourism Private Sector Grant Program.

Section 515.50 Form of Certification and Application

All communications relating to the certification and Application procedures defined in Section 515.60 shall be sent to the RTDO Program Manager, Department of Commerce and Community Affairs, Bureau of Tourism, 620 East Adams Street, Springfield, IL 62701. The certification and Application shall:

- a) Be typed or computer generated using the current approved format provided by the Department to Applicants upon request;
- b) Contain on original and three copies; and
- c) Include supporting documents and attachments under a single cover.

Section 515.60 Certification and Application Process

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The certification and Application process shall be as follows:

- a) Any Applicant seeking certification as a Regional Tourism Development Organization shall be certified annually by the Department.
 - 1) An Applicant must meet the following eligibility criteria in order to be considered for certification:
 - A) Be a not-for-profit entity governed by a board of directors in good standing with applicable State authorities, including, but not limited to, the Illinois Secretary of State, Illinois Department of Revenue, Illinois Department of Labor, and Office of the Illinois Attorney General, prior to submitting a request for certification.
 - B) Have the ability to represent a multi-county regional service area as designated by the Department;
 - C) Employ one full time professional executive director that devotes a minimum of 35 hours per week to the development and marketing of tourism within the regional service area;
 - D) Possess the qualifications/experience to serve as a resource center for the counties not served by the jurisdiction of a certified Convention and Visitors Bureau, hereafter referred to as uncovered areas;
 - E) Have the ability to assist the Department with the development and marketing of tourism projects of the entire regional service area; and
 - F) Possess the ability and the equipment necessary to maintain the DCCA/Bureau of Tourism product database information.
- 2) To be considered for certification, Applicants shall submit, on or before March 31 of each Fiscal Year, the following material:
 - A) A request for certification;
 - B) Documentation to verify the Applicant is an Illinois not-for-profit entity governed by a board of directors and a listing of current Board Members, officers, directors, or trustees;
 - C) A statement that the organization will employ one professional executive director that will devote a minimum of 35 hours per week to the development and marketing of tourism within the organization's regional service area prior to receiving State grant funds;
 - D) A statement listing the organization executive director's training and experience in tourism development, marketing, collecting research data and reporting project measurements, and other aspects of the tourism industry;
 - E) A statement listing the organization's office address within the regional service area and its ability to maintain a staffed office accessible to the public between the hours of 8:30 a.m. to 5:00 p.m., Monday-Friday, except for designated State holidays;
 - F) An outline of the current challenges, opportunities, weaknesses and needs of the regional service area;

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- G) A Fiscal Year Work Plan, with monthly timelines, describing all activities to be initiated and funded through the RTDO grant;
 - H) A Project Budget, based upon the allocation of funding using the RTDO grant budget form, itemizing the expenses required to complete the project as described in the Fiscal Year Work Plan; and
 - I) Name, title and sample signatures for those persons who will be required to authorize all account transfers, with two signatures required.
- b) Within 60 days after receipt of requests for certification, the Department shall send a notice to each Applicant seeking certification, informing the Applicant of its status.
 - 1) When a single RTDO for a designated regional service area seeks certification and has submitted all documentation, and that documentation meets the approval of the Department, the RTDO shall be certified by the Department and the Department shall send notice of the grant award and the amount of funds available.
 - 2) When more than one RTDO for a designated regional service area seeks certification for the same regional service area, the Department's internal review committee shall conduct an evaluation of each Application in order to determine certification.
 - A) The evaluation criteria includes, but is not limited to, the following:
 - i) Does the Applicant employ an executive director that has experience and training in tourism development, marketing and other aspects of the tourism industry?
 - ii) Does the Applicant have an office accessible to the public, the qualifications/experience to serve as a resource center for the uncovered areas and the ability to assist with the development and marketing of tourism projects in the regional service area?
 - iii) Does the Applicant possess the ability and the equipment necessary to maintain the DCCA/Bureau of Tourism product database information?
 - iv) Does the Applicant have experience in collecting research data and developing and reporting project measurements?
 - v) Does the Applicant have experience in coordinating regional meetings?
 - vi) Does the Applicant have the capability to meet the current challenges, opportunities and needs of the regional service area included in the Fiscal Year Work Plan?
 - vii) Are timelines and terms of measurement identified for the Fiscal Year Work Plan?
 - viii) Does the Project Budget demonstrate the personnel,

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office location and resources necessary to complete the tasks outlined in the Application?

B) The Department's internal review committee shall evaluate the criteria using a point system with ratings of 1 through 10, using the following guidelines:

- i) A rating of 1 means that the Application meets the criteria at the minimum level;
- ii) A rating of 3 means that the Application meets the criteria at a below average level;
- iii) A rating of 5 means that the Application meets the criteria at an average level;
- iv) A rating of 7 means that the Application meets the criteria at an above average level; and
- v) A rating of 10 means that the Application meets the criteria at an exceptional level.

C) The scores of the Department's internal review committee are averaged to obtain the Application's total score. An Application must receive a minimum of 40 points to be considered certified for funding. The internal review committee shall forward all eligible Applications, together with its recommendations, to the Director for final determination. During the final review process, the Director will determine which RTDO is certified to receive the grant.

- 3) An RTDO that is not certified shall have the right to appeal the Department's certification decision to the Director within 10 calendar days after receipt of that notice. The request for review shall be submitted in writing to the Department and shall contain the reasons for appeal and any additional tourism related information the Applicant chooses to submit in support of the appeal. The Director shall render a decision no later than 30 calendar days after receipt of the request. The Director shall make a determination based upon a review of the information and any additional material submitted by the Applicant with the appeal.

Section 515.70 Allocation of Appropriations

Annual appropriation made by the General Assembly to the Department for the purpose of making grants under this Program may be used by the Department in any region of the State.

Section 515.80 Funding Limitation

The maximum grant amount for any one Grantee is subject to the appropriations approved by the General Assembly for any given fiscal year.

Section 515.90 Grant Agreement

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a) When a grant has been awarded, the Grantee and the Department shall execute an Agreement. The Agreement shall be executed by the Grantee and the Director of the Department or the Director's designee on behalf of the Department.

b) The Agreement shall contain substantive provisions including, but not limited to, the following:

- 1) A recitation of legal authority under which the Agreement is made;
- 2) An identification of the Project scope and schedule, and the work or services to be performed or conducted by the Grantee;
- 3) An identification of the grant amount;
- 4) The conditions by and manner in which the Department shall pay the grant amount subject at all times to annual appropriation by the General Assembly;
- 5) A promise by the Grantee not to assign or transfer any of the rights, duties or obligations of the Grantee without the written consent of the Department;
- 6) A promise by the Grantee not to amend the Agreement without the written consent of the Department. Failure to do so will result in a cost disallowance. The Project must be completed by the completion date on the notice of grant award unless a written request for an extension is submitted no later than 30 days prior to the award completion date;
- 7) A covenant that the Grantee shall expend the grant amount and any accrued interest only for the purposes of the Project as stated in the Grant Agreement and approved by the Department; and
- 8) A covenant that the Grantee shall refrain from entering into any written or oral agreement or understanding with any party that might be construed as an obligation of the State of Illinois or the Department for the payment of any funds under the Program.

Section 515.100 Computation of Time

Computation of any period of time prescribed by this Part shall begin with the first business day following the day on which the act, event or development initiating that period of time occurs, and shall run until the end of the last day or the next business day if the last day is a Saturday, Sunday or federal or State holiday. When the period of time is 5 days or less, Saturday, Sunday and federal or State holidays shall be excluded in the computation of time. Timeliness shall be determined by the date of postmark or the date of hand delivery.

Section 515.110 Severability

If any Section, subsection, subdivision, paragraph, sentence, clause or phrase in this Part or any portion thereof is for any reason held to be unconstitutional or invalid or ineffective by any forum of competent jurisdiction, such decision shall not affect the validity or effectiveness of

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the remaining portions of this Part or any portion thereof.

Section 515.120 Administrative Requirements

- a) Termination of Grant - Grants shall be terminated for the following reasons:

1) Termination Due to Loss of Funding - In the absence of State funding for a fiscal year, all grants for that year will be terminated in full. In the event of a partial loss of State funding, the Department will make proportionate cuts to all Grantees. In the event the Department suffers such a loss of funding in full or part, the Department will give the Grantee written notice setting forth the effective date of full or partial termination, or if a change in funding is required, setting forth the change in funding and changes in the approved budget.

- 2) Termination for Cause

A) If the Department determines that the Grantee has failed to comply with the terms and conditions of the grant, the Department shall terminate the grant in whole, or in part, at any time before the date of completion. Circumstances that will result in the termination of a grant include, but are not necessarily limited to, the following: consistent failure to submit required reports; failure to maintain required records; evidence of fraud and abuse; and consistent failure to meet performance standards. These circumstances are explained in the Grant Agreement.

B) The Department shall notify the Grantee in writing, within 10 working days after the determination to terminate, of the reasons for the termination and the effective date of the termination. Payments made to the Grantee or recoveries by the Department shall be made in accordance with legal rights and liabilities specified in the Grant Agreement.

3) Termination by Agreement - The Department and the Grantee shall terminate the grant in whole, or in part, when the Department and the Grantee agree that the continuation of the program objectives would not produce beneficial results commensurate with the future expenditure of funds. The Department and the Grantee shall agree on termination conditions, including the effective date and, in the case of partial termination, the portion to be terminated. The Grantee shall not incur new obligations for the terminated portion after the effective date and shall cancel as many outstanding obligations as possible. The Department shall allow full credit to the Grantee for the Department's share of the noncancelable obligations properly incurred by the Grantee prior to termination.

- b) Interest on Grant Funds - In accordance with Section 10 of the Illinois Grant Funds Recovery Act [30 ILCS 705/10], all interest

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earned on funds held by the Grantee under the grant shall become part of the grant when earned, as long as this amount does not exceed the maximum allowable grant award. Any interest earned under the grant, and not expended as grant principal during the term of the grant, shall be returned to the Department.

- c) Grant Close-out - In accordance with Section 4 of the Illinois Grant Funds Recovery Act [30 ILCS 705/4], all funds, including any interest, remaining at the end of the grant period or at the expiration of the period of time grant funds are available for expenditure or obligation by the Grantee, shall be returned to the Department within 45 days after the end of the relevant period. The Grantee agrees to repay the Department for any funds that are determined by the Department to have been spent in violation of the Grant Agreement.

- d) Audits - A Grantee shall be responsible for securing a compliance audit for any grant award exceeding \$300,000. Additionally, an audit may be required when certain risk conditions exist, including, but not limited to, a negative compliance history and disclosure of previous material audit findings. The audit shall be performed by an independent certified public accountant, licensed by authority of the State of Illinois pursuant to the Illinois Public Accounting Act [225 ILCS 450]. The audit shall be conducted in accordance with generally accepted auditing standards contained in the publication entitled AICPA Professional Standards, American Institute of Certified Public Accountants, Harborside Financial Center, 201 Plaza 3, Jersey City, New Jersey 07311 (June 2000, no later editions are incorporated).

- e) Special Audits - The Department reserves the right to conduct special audits, including but not limited to an agency-wide audit, at any time during normal working hours, of the funds expended under Department grants.

- f) Monitoring and Evaluation - Grantee shall permit any agent authorized by the Department, upon presentation of identification, in accordance with the constitutional limitation on administrative searches, to have full access to and the right to examine any documents, papers, and records of the Grantee involving transactions related to a grant from the Department. Once the Department has concluded its monitoring activities, the Grantee will be notified of the Department's findings. If a determination of noncompliance has been made by the Department, the Grantee will be allowed an opportunity to cure any and all noncompliance issues. If any noncompliance issues cannot be resolved, the Department will issue a notice requesting that the Grantee repay any funds that are determined by the Department to have been spent in violation of the Agreement. If the Grantee fails to comply with the Department's notice, the Department shall issue a final notice providing the Grantee the opportunity to request an administrative hearing pursuant to the Department's Administrative Hearing Rules found at 56 Ill. Adm. Code 2605.

- g) Complaint Process - An administrative hearing is initiated by a party serving a Petition for Hearing on the Department, or by the Department

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serving a Notice of Charges on the Grantee. In either case, the Department and the Grantee shall follow the Administrative Hearing Rules set forth in 56 Ill. Adm. Code 2605.

- h) Certifications - The Grantee shall certify that it has not been barred from contracting with a unit of State or local government as a result of a violation of 720 ILCS 5/33E-3 and 33E-4 (Bid-rigging and Bid rotating).
- i) Reports - Grantee shall submit, as required by the Department, reports on the financial status of the Project and reports on outcomes and results of the Project.

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- 1) Heading of the Part: Technology Advancement and Development Act Programs

- 2) Code Citation: 14 Ill. Adm. Code 545

- 3) Section Numbers: Adoption Action:

545.10	New Section
545.20	New Section
545.30	New Section
545.110	New Section
545.120	New Section
545.130	New Section
545.210	New Section
545.220	New Section
545.230	New Section
545.240	New Section
545.310	New Section
545.320	New Section
545.330	New Section
545.340	New Section
545.350	New Section
545.360	New Section
545.410	New Section
545.420	New Section
545.430	New Section
545.440	New Section
545.450	New Section

- 4) Statutory Authority: Implementing and authorized by the Technology Advancement and Development Act [20 ILCS 700].

- 5) Effective Date of Rules: November 29, 2001

- 6) Does this rulemaking contain an automatic repeal date? No

- 7) Do these rules contain incorporations by reference? No

- 8) A copy of the adopted rules, including any material incorporated by reference, is on file in the agency's principal office and is available for public inspection.

- 9) Notice of Proposal Published in Illinois Register: Published at 25 Ill. Reg. 10623 on August 24, 2001.

- 10) Has JCAR issued a Statement of Objection to these rules? No

- 11) Differences between proposal and final version: In addition to grammatical and stylistic changes, the following were also changed:

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Added the definition of "Illinois Coalition."

Revised Section 545.230, Portfolio Investment Strategy, to clarify the factors the Department takes into consideration when determining the amount to be invested in an intermediary.

Revised Section 545.350, Manufacturing Extension Program, to delete a reference to negotiations with the Department when renewing a grant award.

12) Have all the changes agreed upon by the agency and JCAR been made as indicated in the agreements issued by JCAR? Yes

13) Will these rules replace emergency rules currently in effect? No

14) Are there any amendments pending on this Part? No

15) Summary and Purpose of Rules: The Technology Advancement and Development Act provides for the creation of four types of entities: Illinois Technology Enterprise Development Centers; Technology Commercialization Centers; Manufacturing Extension Centers; and, Development Corporations. The Act further authorizes the Department to implement five programs: the Technology Challenge Grant Program; the Enterprise Development and Investment Program; the Modernization Retooling Loan Program; the Modernization Grants Program; and, the Manufacturing and Export Base Services Program. The proposed rule provides policies and procedural guidance for the creation of these entities and implementation of these programs. Specifically, the proposed rule describes the purposes, allowable activities, definitions, limitations and application procedures.

16) Information and questions regarding these adopted rules shall be directed to:

Ms. Raya Bogard
Illinois Administrative Code Rules Manager
Illinois Department of Commerce and Community Affairs
James R. Thompson Center
100 West Randolph, Suite 3-400
Chicago IL 60601
(312) 814-9593

The full text of the adopted rules begins on the next page:

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TITLE 14: COMMERCE

CHAPTER I: DEPARTMENT OF COMMERCE AND COMMUNITY AFFAIRS

PART 545

TECHNOLOGY ADVANCEMENT AND DEVELOPMENT ACT PROGRAMS

SUBPART A: ADMINISTRATIVE REQUIREMENTS

Section
545.10 General Purpose
545.20 Definitions
545.30 Administrative Requirements

SUBPART B: TECHNOLOGY CHALLENGE GRANT PROGRAM

545.110 Purpose
545.120 Authorized Programs and Activities
545.130 Eligible Applicants

SUBPART C: ENTERPRISE DEVELOPMENT AND INVESTMENT PROGRAM

545.210 Purpose
545.220 Direct Investment Strategy
545.230 Portfolio Investment Strategy
545.240 Illinois Technology Enterprise Development Centers

SUBPART D: BUSINESS MODERNIZATION PROGRAM

545.310 Purpose
545.320 Modernization Retooling Loan Program
545.330 Modernization Grants Program
545.340 Development Corporations
545.350 Manufacturing Extension Program
545.360 Manufacturing and Export Base Services Program

SUBPART E: DIRECT GRANT, INVESTMENT, AND LOAN APPLICATION PROCEDURES

545.410 Methods of Direct Grant, Investment, and Loan Application Submittal
545.420 Application Content
545.430 Screening of Applications
545.440 General Review Criteria
545.450 Program Specific Criteria

AUTHORITY: Implementing and authorized by the Technology Advancement and Development Act [20 ILCS 700].

SOURCE: Emergency rules adopted at 13 Ill. Reg. 19753, effective December 1,

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1989, for a maximum of 150 days; emergency expired April 30, 1990; adopted at 14 Ill. Reg. 9016, effective, May 29, 1990; amended at 15 Ill. Reg. 15040, effective October 4, 1991; amended at 18 Ill. Reg. 8415, effective May 23, 1994; amended at 18 Ill. Reg. 17213, effective, November 17, 1994; old Part repealed at 25 Ill. Reg. 15-0-97, effective NOV 29 2001; new Part adopted at 25 Ill. Reg. 15-0-97, effective NOV 29 2001.

SUBPART A: ADMINISTRATIVE REQUIREMENTS

Section 545.10 General Purpose

The purpose of the Technology Advancement and Development Act is described in Section 1002 of the Act [20 ILCS 700/1002]. The purpose is to assist Illinois firms, in an increasingly global marketplace, to remain competitive by promoting the development and commercialization of new and advanced technologies. This is to be achieved through several strategies including:

- a) promoting private sector and nonprofit research institutions that serve as intermediaries operating programs and undertaking activities authorized by the Act;
- b) commercializing new technology products, services, and processes; and
- c) modernizing the industrial base of small and medium-sized firms.

Section 545.20 Definitions

- a) Definitions in the Act: The following words and phrases, for the purpose of this rule, have the same meaning respectively ascribed to them in Section 1003 of the Act [20 ILCS 700/1003].

"Advanced technology project" means any area of basic or applied research or development which is designed to foster greater knowledge or understanding, or which is designed for the purposes of improving, designing, developing, prototyping, producing or commercializing new products, techniques, processes or technical devices in present or emerging fields of health care and biomedical research, information and communication systems, computing and computer services, electronics, manufacturing, robotics and materials research, transportation and aerospace, agriculture and biotechnology, and finance and services.

"Business expense" includes working capital financing, the purchase or lease of machinery and equipment, or the lease or purchase of real property, including construction, renovation, or leasehold improvements, but does not include refinancing current debt.

"Business project" means any specific economic development activity of a commercial, industrial, manufacturing, agricultural, scientific, financial, service or other not-for-profit nature, which is expected to yield an increase in jobs or to result in the retention of jobs or

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an improvement in production efficiency.

"Department" means the Illinois Department of Commerce and Community Affairs.

"Director" means the Director of the Illinois Department of Commerce and Community Affairs.

"Financial assistance" means a loan, investment, grant or the purchase of qualified securities or other means whereby financial aid is made available to or on behalf of a business project or advanced technology project.

"Illinois Coalition" means a not-for-profit, nonpartisan private-public partnership of the State's top leaders from business, labor, government, education, and research dedicated to strengthening Illinois' economy through science and technology. The Coalition develops statewide policy, positions, plans and programs that directly address the growth of the State's science and technology-based economy. The Coalition focuses development activities in the following areas: education, State and federal funding priorities, information technology, life sciences, advanced manufacturing, access to capital, and marketing and development. The Coalition works in concert with other industry associations, government entities, private enterprises and elected officials to accomplish its mission.

"Intermediary organization" means any participating organization including not-for-profit entities, for-profit entities, State development authorities, institutions of higher education, other public or private corporations, which may include the Illinois Coalition, or other entities necessary or desirable to further the purpose of this Act engaged by the Department through any contract, agreement, memoranda of understanding, or other cooperative arrangement to deliver programs authorized under the Act.

"Investment loan" means any loan structured so that the applicant repays the principal and interest and provides a qualified security investment to serve both as additional loan security and as an additional source of repayment.

"Loan" means acceptance of any note, bond, debenture, or evidence of indebtedness, whether unsecured or secured by a mortgage, pledge, deed of trust, or other lien on any property, or any certificate of receipt for, participation in, or an option to any of the foregoing. A loan shall bear such interest rate, with such terms of repayment, secured by such collateral, with other terms and conditions, as the Department shall deem necessary or appropriate.

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"Participating lender or investor" means any trust company, bank, savings bank, credit union, merchant bank, investment bank, broker, investment trust, pension fund, building and loan association, savings and loan association, insurance company, venture capital company or other institution, community or State development corporation, development authority authorized to do business by an Act of this State, or other public or private financing intermediary approved by the Department whose purposes include financing, promoting, or encouraging economic development financing.

"Qualified security investments" means any stock, convertible security, treasury stock, limited partnership interest, certificate of interest or participation in any profit sharing agreement, preorganization certificate or subscription, transferable share, investment contract, certificate of interest or participation in a patent or application or, in general, any interest or instrument commonly known as a "security" or any certificate for, receipt for, guarantee of, or option, warrant or right to subscribe to or purchase any of the foregoing, but not including any instrument which contains voting rights or which can be converted to contain voting rights in the possession of the Department.

b) Other Definitions:

"Act" means the Technology Advancement and Development Act [20 ILCS 700].

"Recipient" means any entity receiving financial assistance under the Act.

"Small and medium size business" means any for-profit business with 1,000 or fewer employees assigned to work locations within the State of Illinois.

Section 545.30 Administrative Requirements

a) Record Retention and Review - An entity receiving financial assistance shall, as deemed necessary by the Department, permit the Department, its representatives, or its designee, to have full access to and the right to examine any pertinent documents, papers, and records of the recipient involving transactions related to financial assistance received under the Act for such a period of time as specified in the agreement between the Department and the recipient.

b) Financial Management Standards - An entity receiving financial assistance shall maintain a financial management system structured to provide for accurate, current, and complete disclosure of the expenditures of such financial assistance. The entity is accountable for financial assistance received under the Act and shall maintain

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effective control and accountability over all funds, equipment, property, and other assets obtained through such financial assistance. Records shall be sufficient to permit the tracking of funds to a level of expenditure adequate to ensure that funds have not been spent unlawfully.

c) Audits - Audit requirements shall be specified in the agreement (e.g., grant, investment, or loan agreement) between the entity receiving financial assistance and the Department or between the entity receiving financial assistance and an intermediary organization.

d) Complaint Process - In the case of a complaint by an entity receiving financial assistance, the Department shall follow the procedures outlined in the Department's Administrative Hearing Rules (56 Ill. Adm. Code 2605).

e) Patent and Technical Information - Copyright and patent policies of an entity receiving financial assistance must provide for protection of technical information, and identify ownership and control of patents. Except when specified to the contrary in the agreement between the Department and the recipient, the State of Illinois shall be granted a no charge license to use the technology or materials covered by any patent or copyright for which the technology or material was either conceived or reduced to practice with such financial assistance.

f) Interest on Grant Funds - In accordance with Section 10 of the Illinois Grant Funds Recovery Act [30 ILCS 705/10], all interest earned on funds held by the recipient of a grant awarded pursuant to the requirements of the Act shall become part of the grant principal when earned unless the grant agreement provides otherwise. However, any interest earned on funds subject to a Department grant after the grant's expiration date shall become part of the grant principal and shall be so treated for all purposes.

g) Reporting - Unless otherwise specified in the agreement between the Department and the recipient, an entity receiving financial assistance shall report financial and programmatic data to the Department on a regular basis using formats provided by the Department. Report formats and content shall be customized to the specific program and form of financial assistance. Generally, the Department requires quarterly reporting of expenditures and program achievements at a level of detail sufficient to provide for program accountability.

- 1) Expenditures - Unless otherwise specified in the agreement with the Department or an intermediary organization, an entity receiving financial assistance shall report actual expenditure of financial assistance using expenditure formats supplied by the Department. Expenditure summaries are to be submitted to the Department by the 15th day following the end of each fiscal quarter in which any expenditure of financial assistance is made.
- 2) Program Report - Unless otherwise specified in the agreement with the Department or an intermediary organization, an entity receiving financial assistance shall submit a program report in a format provided by the Department. Generally, the program report

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shall include a narrative describing the entity's progress towards achieving objectives and activities as specified in the agreement with the Department or an intermediary organization. Program reports shall be submitted to the Department by the 15th day following the end of each fiscal quarter.

- h) Confidentiality of Trade Secrets and Commercial or Financial Information - Protections relating to the confidentiality of trade secrets, commercial, or financial information regarding the operation of any enterprise are specified at Section 4002 of the Act. The protections apply to any information provided by an entity applying for, or receiving, financial assistance under the Act. To the extent authorized by the Freedom of Information Act [5 ILCS 140], the Department shall not make public any information disclosing program supported technical information if such disclosure would affect the commercialization potential of the project, service, or process being promoted.

- i) Suspension and Termination - The Department shall, after notice to the entity, suspend the financial assistance and withhold further payments or prohibit the entity from incurring additional obligations against such financial assistance:

- 1) if the General Assembly does not appropriate funding at a level sufficient to fund the program or activity;
 - 2) if the Department determines that the entity has failed to comply with the terms and conditions of the agreement in whole or in part;
 - 3) if an entity receiving financial assistance consistently fails to submit required reports, fails to maintain required records, fails to protect inventory, or misuses equipment;
 - 4) if there are findings of fraud and abuse; or
 - 5) if the Department and the entity receiving financial assistance agree that the continuation of the program objectives would not produce beneficial results commensurate with the future expenditures.
- j) Right to Verify Information - At the sole discretion of the Department or an intermediary organization acting on behalf of the Department, staff of the Department and/or an intermediary organization may conduct phone interviews or field visitations to evaluate and verify information submitted as part of an application for financial assistance.
- k) Access to Project Site - During the application process, or during the conduct of a technology or business project, the sponsoring organization and/or applicants shall provide the Department and/or an intermediary organization access to the place of business and site where the business project will be undertaken. The Department and/or the intermediary organization shall provide notice to the business prior to requesting such access and shall request access only during the business' normal working hours.
- 1) Director's Waiver of Limitations - The Director may waive the

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limitations cited at Sections 545.220(c)(2), 545.320(d), and 545.330(d). A waiver may be granted when the Director of the Department determines that a waiver of these limits is required to meet the purposes of the Act [20 ILCS 700/3004(a), 3004(b), 3004(c), and 3515(c)]. In determining whether to grant such a waiver, the Director may consider factors, if applicable, including, but not limited to:

- 1) the project would not go forward but for the State's participation;
- 2) the business is located in a distressed community;
- 3) there is a strong likelihood of generating significant new or increased business or investment within the State; and
- 4) there are sufficient program funds available, in view of competing requests.

SUBPART B: TECHNOLOGY CHALLENGE GRANT PROGRAM

Section 545.110 Purpose

The purposes of the Technology Challenge Grant Program are specified at Section 2001 of the Act [20 ILCS 700/2001]. First, the Department is authorized to make grants that provide initial funding for projects that, in turn, help secure federal research and development projects for the State. Second, the Department is authorized to provide initial grant funding for projects that identify and develop technologies capable of commercialization. Third, the Department is authorized to fund programs and activities that provide a catalyst for and strengthen the State's capacity to commercialize new technologies.

Section 545.120 Authorized Programs and Activities

- a) Grants may be awarded for the activities specified at Section 2002 of the Act, including:

- 1) Advanced Technology Projects - The Department may award initial grant funds for applied innovation research projects that respond to unique, advanced technology projects and which foster the development of Illinois' economy through the advancement of the State's economic, scientific, and technological assets.
- 2) Leveraged Technology Projects - The Department may award initial grant funds for applied innovation research projects to assist eligible applicants in the State to apply for, or qualify for and leverage, federal funds awarded for advanced technology projects concerning research and development, business innovation research or technical development, or transfer of useful technology to the private sector.
- 3) University - Industry Partnerships - The Department may grant funds for joint university and industry initiatives that create high-skill employment opportunities and internship activities

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that enable graduates and faculty to stay and work in Illinois. The Department may also grant funds for joint university and industry initiatives designed to strengthen the relationship between industry and academia, so that applied university research is responsive to the needs of Illinois' industries.

4) Technology Commercialization Centers - The Department may award grant funds to create and operate centers of excellence in technology commercialization, innovation evaluation, and intellectual property management that encourages the growth of new enterprises based on technologies developed at Illinois research centers, including technology partnerships, technology consortiums or research centers, and industry technology associations that are, or will be, established to perform research and development in present and emerging technologies that can be developed for use by commerce and industry.

5) Technology Transfer Projects - The Department may award grant funds for technology transfer projects involving promotion of new or innovative technologies among small and medium-sized Illinois manufacturers where the technologies have immediate commercial application.

6) Continuous Improvement Projects - The Department may award grant funds to provide for planning and operational support for statewide support that improves practices in technology commercialization, including needs assessment and evaluation of the status of technology implementation throughout the State. [20 ILCS 700/2002]

b) Allowable Costs - Allowable costs are specified in Section 2002(b) of the Act, including costs for capital improvements, equipment, contractual services, commodities, personnel, support costs, including telecommunications, electronic data and commodities, or other costs. All costs are subject to the approval of the Department. Indirect costs shall be limited to no more than 15% of direct grant costs. [20 ILCS 700/2002(b)]

c) Combination with Technology Enterprise Development Centers - As a means of increasing cost efficiency of program delivery, the Department may combine program responsibilities for activities authorized under subsection (a)(4), Technology Commercialization Centers, with activities authorized under Technology Enterprise Development Centers, as described in Section 545.240 of this Part. As authorized by the Department through an agreement, Technology Enterprise Development Centers may serve as Technology Commercialization Centers.

Section 545.130 Eligible Applicants

Section 2001 of the Act specifies entities eligible to apply for funding under the Technology Challenge Grant Program. Eligible applicants include:

a) Institutions - Eligible institutions include universities, colleges,

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community colleges, nonprofit research foundations or laboratories, State research institutions, and industry technology associations.

b) Technology Partnerships - Technology Partnerships include any partnership or consortium established by a formal project agreement between:

- 1) two or more private industries, or
- 2) any combination of one or more private industries with one or more universities, colleges, community colleges, nonprofit research laboratories, nonprofit research foundations, or State research institutions.

c) Private Enterprise - This category includes any private sector enterprise developing or commercializing technology or leveraging federal technology development financing, including but not limited to the small business innovation research program. [20 ILCS 700/2001]

SUBPART C: ENTERPRISE DEVELOPMENT AND INVESTMENT PROGRAM

Section 545.210 Purpose

The purposes of the Enterprise Development and Investment Program are defined at Section 3001 of the Act. The program primarily targets new and growing Illinois firms. The goals of the program are as follows:

- a) provide investments, loans, or qualified security investments to or on behalf of young or growing businesses or, on behalf of new or emerging business through financial intermediaries as they commercialize advanced technology projects; and
- b) fund regional technology enterprise development centers that make available resources and expertise in furthering the technical or managerial skills of owners; aid the ventures in locating financing; and help new companies with product development and marketing.

Section 545.220 Direct Investment Strategy

As authorized by Section 3001 of the Act [20 ILCS 700/3001], the Department may directly provide investments, loans, or qualified security investments to promote the commercialization of advanced technology. Generally, investments may be made to finance any new process, technique, product, service, or device that is now, or that may become, commercially exploitable.

a) Eligible Applicants - Direct investments may be made in young, growing businesses, and businesses who have qualified for Federal Small Business Innovation Research funds. [20 ILCS 700/3004(a)]

b) Allowable Activities - Direct investments may be made for the purposes specified in Section 3004 of the Act. Financial assistance proceeds may be used for expenses that include, but are not limited to:

- 1) costs incurred for research and development;
- 2) amortizable organizational costs;
- 3) working capital financing;
- 4) the purchase or lease of machinery and equipment; and

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5) acquisition, improvement, or rehabilitation of land and buildings. [20 ILCS 700/3004(a)]

c) Limitations - Investments are subject to the following limitations:

1) The Department may make direct investments and loans based on the Department's current investment strategy in cooperation with private sector investment companies, private investors, or conventional lending institutions which also assume a portion of the investment loan or financing for the business project [20 ILCS 700/3001]. The Department may decline to make any direct investment that does not meet the Department's current investment strategy. The Department shall require applicants to show the source of new, unexpended, actual or anticipated matching funds covering a minimum of 50% of total advanced technology or business project costs. Matching funds covering a minimum of 25% of total advanced technology or business project costs shall be from sources independent of the applicants.

2) Direct qualified security investments or investment loans shall not be made for more than \$500,000 and shall not be made for more than 50% of the business project costs unless the Director determines that a waiver of these limits is required to meet the purpose of the Act [20 ILCS 700/3004(a)].

Section 545.230 Portfolio Investment Strategy

As authorized by Section 3001 of the Act, the Department may indirectly provide investments, loans, or qualified security investments through financial intermediaries to young or growing businesses for a business project, or as they commercialize advanced technology projects.

a) Eligible Applicants - The Department may provide investments in revolving fund portfolios with intermediary organizations or participating lenders or investors. The financial assistance may be made available to qualified intermediaries that assume a responsibility for the administration of the projects funded through the investment. Qualified intermediaries, at a minimum, shall:

- 1) have a successful seed/early stage investment track record; and
- 2) be capable of effectively evaluating the commercialization feasibility of advanced technology or business projects.

b) Selection of Portfolio Funds - In making a determination to participate in an investment or loan portfolio, the Department shall find that the applicant will, at a minimum:

- 1) commit to a three to one, private (or federal) dollar, leverage for each dollar invested in the portfolio by the Department;
- 2) commit to making best efforts to invest the monies from the fund in Illinois companies, or companies willing to relocate to Illinois, at a disproportionate rate; and
- 3) the business or industry sector targeted by the fund is likely to expand as a result of investment and increase job creation within Illinois.

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c) Allowable Activities - Intermediary organizations may use the Department's funds to provide investments, loans, or qualified security investments to young or growing businesses for business projects, or for commercialization of advanced technology.

d) Limitations - The amount of money that shall be invested in an intermediary shall be determined, in part, based on the Department's current investment strategy. The Department may decline to invest in any intermediary or portfolio that does not meet the Department's current investment strategy. In determining the amount to invest, the Department may also consider the total amount of State funds available for investment, the amount of private or federal funds available to leverage the State's investment, the proposed types of investments, the geographic locations that will benefit from the proposed investments, and market factors relevant to the appropriateness of the proposed investment activities, as determined by the Department. The Department may invest up to, but shall not exceed, \$2,000,000 in an authorized intermediary's investment portfolio.

Section 545.240 Illinois Technology Enterprise Development Centers

a) Purpose - The purpose of Illinois Technology Enterprise Development Centers is provided in Section 3004.5 of the Act. The Department may, subject to available appropriated funds, working with the Illinois Coalition, establish one or more regional technology enterprise development centers whose mission is to assist entrepreneurs, innovators, and start-up firms in high-growth, high technology sectors in furthering the technical or managerial skills of owners; aid the ventures in locating financing; and help new companies with product development and marketing in support of new venture formation within the State [20 ILCS 3004.5(a)].

b) Allowable Costs - Allowable costs are defined at Section 3004.5(b) of the Act. Grant funds may be used to support the operation of technology enterprise development centers. Grant funds may be used to help subsidize expenses, as approved by the Department, for:

- 1) personnel;
- 2) fringe benefits;
- 3) travel;
- 4) equipment;
- 5) supplies;
- 6) commodities, including telecommunication or other costs;
- 7) contractual services;
- 8) other support costs;
- 9) capital improvements; and
- 10) revolving funds.

c) Technical Assistance and Support Services - Per Section 3004.5(c) of the Act, technology enterprise development centers may provide crucial business information at affordable prices for firms that are developing early-stage, technology-oriented manufacturing projects

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including:

- 1) general or short-term assistance, general outreach, feasibility studies for new venture formation, and research assistance for new venture creation;
 - 2) innovation evaluation and market research to evaluate the viability of technology, product, or service or the market potential of technology, product, or service;
 - 3) technical assistance related to management and operations and strategic partnering and assistance in the implementation of strategic manufacturing and marketing alliances; and
 - 4) service in locating new technologies or technological solutions.
- d) Financial Services - Per Section 3004.5(d) and (e) of the Act, technology enterprise development centers may provide financial services that include:
- 1) financial packaging to enhance proposals and make companies more competitive for federal or private funding;
 - 2) access to private investor capital through venture capital events and regional venture capital networking programs;
 - 3) management of local for-profit or limited profit seed capital funds; and
 - 4) pre-seed financing to start-up technology-based businesses to commercialize new technology. Financing options may include:

- A) micro-loans;
- B) small grants; and
- C) equity investment capital for seed funding, product commercialization and prototype development, and commercial introduction and marketing.

e) Professional Development of ITECs - As provided in Section 3004.5(f) of the Act, the Department may provide grant funds to support professional development and capacity building of the technology enterprise development centers within the State, as may be required for the administration, operations, research, analysis, or training of the centers.

f) Procedures for Establishment of Centers

- 1) Identification of Service Regions - The Department shall designate locations in the State to be targeted for the creation of technology enterprise development centers. When making regional designations, the Department shall solicit recommendations from stakeholder groups, including the Illinois Coalition and the Illinois Technology Office, and shall consider factors, including but not limited to:

- A) concentrations of high technology business establishments;
- B) concentrations of entrepreneurs and innovators;
- C) access to capital markets;
- D) access to technical support and related service providers; and
- E) proximity to universities, research facilities, and laboratories.

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- 2) Identification of Recipients of Financial Assistance - The Department, in selecting an intermediary organization to operate a center, shall first solicit the advice of stakeholders, including the Illinois Coalition and the Illinois Technology Office. Subsequently, the Department may negotiate with an intermediary organization to receive financial assistance for the purpose of operating a technology enterprise development center. In addition to the advice of stakeholders, in determining which applicants shall be awarded a grant, the Department shall examine:

- A) prior compliance with loan or grant awards;
 - B) the relationship of a proposed project to the State's future economic growth;
 - C) the qualifications and expertise of organizations undertaking the effort;
 - D) the applicant's understanding of the requirements and needs of entrepreneurs, innovators, and start-up firms in high-growth, high technology sectors;
 - E) the potential of the applicant's project to provide an economic benefit of the State;
 - F) the likelihood that the project has a potential for creating new ventures in the State; and
 - G) the potential of the applicant and/or its consortium to finance the regional center. [20 ILCS 700/3004.5(g)]
- 3) Application for Financial Assistance - The Department shall issue instructions and formats to selected applicants for the submittal of applications for financial assistance to support technology enterprise development centers. Applications shall include information such as:
- A) a description of the related experience of the applicant agency;
 - B) a discussion of market niches served;
 - C) measurable objectives;
 - D) a description of the available services, including:
 - i) marketing plan to attract entrepreneurs;
 - ii) networking with and access to related services and providers;
 - iii) management consulting assistance and coaching;
 - iv) technology transfer services; and
 - v) access to venture capital;
 - E) an implementation schedule;
 - F) a description of center staffing and expertise;
 - G) a line item budget proposal;
 - H) a description of matching funds by source and amount; and
 - I) a description of service fee and investment policies.
- 4) Renewal of Awards - The Department may renew a grant award for a subsequent year for any technology enterprise development center judged to be meeting performance objectives, as evaluated by the

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Department under this subsection (f)(4), during the current grant period. In making determinations regarding the renewal of grant awards, the Department shall consider evaluative criteria, including but not limited to:

- A) success of public relations events;
- B) success in providing technical information;
- C) the number of prototype project evaluations completed;
- D) the number of market research assessments completed;
- E) the success of management consulting assistance provided;
- F) the number of projects enrolled for ongoing services;
- G) the total amount of venture capital accessed for projects; and
- H) the number of new ventures established and jobs created.

SUBPART D: BUSINESS MODERNIZATION PROGRAM

Section 545.310 Purpose

Per Section 3501 of the Act, the Department may create one or more programs to assist the State's existing mature business and industry base to adopt and use appropriate technologies. The programs may vary in breadth of activities, services, and projects in accordance with the level or complexity of the manufacturers' needs or problems.

Section 545.320 Modernization Retooling Loan Program

- a) Purpose - The purpose of the Modernization Retooling Loan Program is defined in Section 3505 of the Act. The Department may, subject to appropriated funds, establish a loan program to improve business production systems and work processes. Such improvements shall result in the preservation and/or creation of private sector jobs by increasing the firms' long-term competitive viability.
- b) Eligible Applicants - Any small, medium-sized or mature Illinois business may make an application for financial assistance under this program. An eligible business includes any for-profit business located in Illinois organized as a sole proprietorship, corporation, joint venture, partnership, association, or cooperative. For the purpose of this program, a mature business is one (including predecessor companies) that has been in continuous profitable operation for at least two years or has a meaningful operating history.
- c) Allowable Activities - Per Section 3505(a) and (b) of the Act, loans may be provided to, or on behalf of, the State's mature, small, or medium-sized businesses for the modernization and installation of advanced technologies or processes. A loan made for company modernization or retooling may be for any purpose consistent with the objectives of the Act, including but not limited to:
 - 1) purchases of advanced machinery;

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- 2) equipment and tooling;
 - 3) organizational expenses for services;
 - 4) personnel training;
 - 5) corporate restructuring;
 - 6) working capital;
 - 7) acquisition, improvement, or rehabilitation of land and buildings; or
 - 8) any other business expense reasonably related to the project.
- d) Limitations - Per Section 3505(b) and (c) of the Act, the following limitations apply to this program:
- 1) No loan made by the Department, or by an intermediary organization making a loan on behalf of the Department, shall be used to pay for the retirement of previous debt unless the debt is a part of the purchase or lease of machinery or equipment that is being upgraded.
 - 2) A loan under this program shall not be made for more than \$500,000 or for more than 25% of the business project costs unless the Director determines that a waiver of these limits is required to meet the purposes of the Act.

Section 545.330 Modernization Grants Program

- a) Purpose - The purpose of the Modernization Grants Program is defined at Section 3515 of the Act. Subject to appropriated funds, modernization grants may be made for the purpose of financing, competitive assessments, or productivity improvement services that the Department determines may result in technology enhancement, retooling, restructuring, or other competitiveness improvements.
- b) Eligible Applicants - Grants may be made to, or on behalf of, Illinois' mature, small, or medium-sized businesses.
- c) Authorized Activities - Per Section 3515(a) of the Act, grants may be awarded for:
 - 1) undertaking feasibility studies, competitiveness assessments, and productivity audits to restore their businesses' competitiveness; or
 - 2) the modernization and installation of advanced manufacturing systems or processes that will improve the businesses' production systems and work organization, or will preserve and create private sector jobs by increasing the firms' long-term competitive viability.
- d) Limitations - Per Section 3515(c) of the Act, modernization grants to eligible applicants shall not exceed \$100,000 or 50% of the project costs, unless the Director determines that a waiver of these limits is required to meet the purposes of the Act.
- e) Role of Intermediary Organizations - Per Section 3515(b), assistance authorized under this Section may be in the form of direct grant agreements, agreements with private sector consultants on behalf of a firm, or agreements with participating intermediary organizations.

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Section 545.340 Development Corporations

- a) Purpose - Per Section 3510(a) of the Act, the Department may provide, subject to available appropriated funds, financial assistance to the State's mature, small, or medium-sized businesses through development corporations that assume a responsibility for the administration of the loan projects for the modernization and installation of advanced technologies.
- b) Eligible Applicants - As specified in Section 3510(b) of the Act, development credit corporations, financial intermediaries, or other entities whose purpose includes financing, promoting, or encouraging commercialization, adoption, or implementation of advanced technologies, processes, or products, as determined by the Department, may participate in this program.
- c) Responsibilities of Development Corporations - Per Section 3510(d) of the Act, the Department is authorized to rely upon, and may provide for in the execution of an agreement, the participating lender's or investor's review on behalf of the State and approval of the credit, collateral security, and documentation; determination of eligibility, economic results expected, and the prospects for viability and repayment; the collection and use of fees, premiums, or charges; the organization, servicing, and disbursement of financial assistance; and such other purposes and activities as the Department, in its sole discretion, shall determine to be reasonable, appropriate, and consistent with the purposes of the Act.
- d) Forms of Financial Assistance - Development corporation financial assistance may be in the form of direct loans, grants, or purchases of qualified security investments or financial assistance [20 ILCS 700/3510(b)].
- e) Limitations - Financial assistance authorized under this Section shall not exceed 25% of the amount of new, unexpended, actual or anticipated capitalization (i.e., grants or investments, not loans) to be used by the development corporation for:
 - 1) loans or investments to firms to improve the businesses' production systems and work organization that will preserve and create private sector jobs by increasing the firms' long-term competitive viability; and
 - 2) the planning and operation of the development corporation as approved by the Department through its agreement with the development corporation. Funds for planning and operation shall not exceed 10% of the financial assistance provided by the Department or the amount of new, actual, or anticipated capitalization. [20 ILCS 700/3510(c)]

Section 545.350 Manufacturing Extension Program

- a) Purpose - The Purpose of the Manufacturing Extension Program is defined at Section 3520(a) of the Act. The Department may establish,

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subject to available appropriated funds, a program of statewide manufacturing extension centers serving the geographic needs of the State's manufacturers, whose mission is to assist small or medium-sized manufacturers with technological advancement, for continuous improvement of business practices for these firms to be better positioned to succeed against global competition.

- b) Allowable Costs - Per Section 3520(b) of the Act, the Department may provide grants or may provide cost share or reimbursements under this Section to support the operation of manufacturing extension deliverers.
- c) Eligible Applicants - Per Section 3520(b), manufacturing extension deliverers can include universities and colleges, regional or sectorial based organizations, technical societies, or other similar groups, including organizations financed through a federal manufacturing extension partnership program.
- d) Procedures for establishment of regionally based or functionally based Manufacturing Extension Centers
 - 1) Service Regions: Regionally based Manufacturing Extension Centers (MECs) must serve a specific geographic region of the State. Two regions are defined as follows:
 - A) Chicago Metropolitan Area:
 - i) Cook County;
 - ii) DuPage and Kane Counties;
 - iii) Kendall and Will Counties; and
 - iv) Lake and McHenry Counties.
 - B) Remainder of Illinois.
 - 2) Service Specialties - Functionally based Manufacturing Extension Centers must serve a single industry, a limited number of related industries, or a specific manufacturing function.
 - 3) Application for Financial Assistance - The Department shall issue instructions and formats for the submittal of applications for financial assistance to support MECs. Such applications shall be solicited on a competitive basis within each service specialty or specific region of the State targeted for the creation of a center. Applications shall include information such as:
 - A) a description of the related experience of the applicant agency, including a discussion of performance against goals for projects funded by the Department in the past;
 - B) a description of the qualifications of MEC staff, consultants, firms, and other organizations delivering MEC services;
 - C) a discussion of the market niches and customers to be targeted, including technological opportunities and the specific needs of the region's industries;
 - D) a description of MEC services to be provided, including:
 - i) marketing activities;
 - ii) educational events;
 - iii) enrollment of firms for modernization services;

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- iv) informal and structured assessments;
 - v) technical services to improve productivity; and
 - vi) specialized services;
- E) a listing of performance objectives, including the number or amount of:
- i) companies served;
 - ii) companies served for the first time;
 - iii) events;
 - iv) event attendees;
 - v) informal assistance;
 - vi) formal assistance;
 - vii) categories of formal and informal assistance;
 - viii) group projects; and
 - ix) evaluations;
- F) an implementation schedule;
- G) a proposed line item budget, including a description of matching funds by source and amount; and
- H) for federally designated MECs, a copy of the federal operating plan.
- 3) Application Review Criteria - As required by Section 3520(d) of the Act, in determining which applicants shall be awarded a grant, the Department shall examine:
- A) prior compliance with awards programs;
 - B) the relationship of a proposed project to the State's future economic growth;
 - C) the qualifications and expertise of organizations undertaking the effort;
 - D) the applicant's understanding of the requirements and needs of the target groups served;
 - E) the potential of the applicant's project to provide an economic benefit to the State;
 - F) the methods engaged to measure and track performance; and
 - G) the likelihood that the project has a potential for improving the competitiveness of small and mid-sized manufacturers.
- 4) Renewal of Awards - The Department may renew a grant award for a subsequent year for any MEC judged to be meeting performance objectives during the current grant performance period. In making determinations regarding the renewal of grant awards, the Department shall consider evaluative criteria, including but not limited to the number or amount of:
- A) companies served;
 - B) companies served for the first time;
 - C) events;
 - D) event attendees;
 - E) informal assistance;
 - F) formal assistance;
 - G) categories of formal and informal assistance;

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- H) group projects; and
 - I) evaluations.
- e) Professional Development - Per Section 3520(c) of the Act, the Department may provide grant funds made available under the Act to support professional development and capacity building of the manufacturing extension system within the State as may be required for the administration, operations, research, analysis, promotion, or training of geographic based manufacturing extension centers.

Section 545.360 Manufacturing and Export Base Services Program

- a) Purpose - Per Section 3525(a) of the Act, the Department may, subject to available appropriated funds, establish a program of statewide assistance to the manufacturing and services export base of the State serving the sector-wide needs of small and medium-sized companies.
- b) Allowable Activities - Per Section 3525(b) of the Act, the Department may provide grants, cost share funds, or reimbursements:
 - 1) to State or substate programs providing better access to information;
 - 2) to reduce the impediments to the flow of technical information; and
 - 3) to provide Illinois manufacturers, producer firms, and export services firms with better or more timely access to the State's and the nation's technology base, including industrial and engineering consulting practices, university and research laboratory based engineers, private commercial product vendors, and other sources of technology or non-technology services.
- c) Eligible Applicants - Per Section 3525(d) of the Act, the Department may seek out applicants that may be considered for a grant, and may provide an award based on the qualifications and expertise of organizations undertaking the effort, the applicants understanding of the requirements and needs of the target groups served, and the likelihood that the proposed project will improve the State's future economic potential.
- d) Role of Intermediaries - Per Section 3525(c), the Department may provide grants to those private, public, and non-profit research institutions and organizations that agree to serve as an intermediary to achieve the purpose set forth in this Section that continues to ensure Illinois' economic vitality and competitiveness.

SUBPART E: DIRECT GRANT, INVESTMENT, AND LOAN APPLICATION
PROCEDURES

Section 545.410 Methods of Direct Grant, Investment, and Loan Application Submittal

This Subpart describes procedures used by the Department and/or by intermediary organizations making direct grants, loans, or investments in support of

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advanced technology or business projects. This Subpart does not pertain to portfolio investments. For a discussion of procedures relating to portfolio investments by the Department, see Section 545.230 of this Part. When making direct grants, loans, or investments in support of advanced technology or business projects, the Department and/or intermediary organizations shall supply potential applicants with applications upon request, provided that funds are available for the program. Representatives of the Department and/or intermediary organizations may provide assistance to businesses in completing applications when requested. The Department may solicit or accept applications for grants, investments, and/or loans authorized under this Part through one of the following means.

- a) Competitive Request for Applications - The Department may periodically issue competitive requests for applications from eligible applicants.
- b) Unsolicited Applications - The Department may accept applications for grants, investments, and/or loans from eligible applicants on an ongoing basis, provided that funds are available for the program.
- c) Applications Submitted by Intermediaries - The Department may accept an application, submitted on behalf of an eligible applicant, from an intermediary organization. At the same time such an application is submitted to the Department, the intermediary organization shall also submit its evaluation of the application, completed pursuant to the requirements of Sections 545.440 and 545.450 of this Part. The Department shall subsequently complete its review independently, taking into account the recommendations and findings of the intermediary organization. The final decision to award financial assistance in response to such applications shall be made by the Director.
- d) Delegation to Intermediaries - The Department may, pursuant to an agreement between the Department and the intermediary organization, delegate responsibility to the intermediary organization to accept and evaluate applications from Illinois companies for grants, investments, and/or loans authorized under this Part and make such grants, investments, and/or loans on behalf of the Department.
- e) Coordinated Economic Development Applications - The Department may solicit an application from an eligible applicant as part of a package of economic development services and/or incentives for the purpose of soliciting a business project to retain or expand employment within Illinois. Such solicitation may be made if the resultant project is consistent with the purpose of the Act and will have a significant positive effect on Illinois' competitive economic position.

Section 545.420 Application Content

The Department shall issue instructions and formats for the submittal of applications for financial assistance, customized to the requirements of the various programs described in this Part. Applications shall include the following information.

- a) Applicant Information - The application shall include sufficient

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information to demonstrate that the applicant is eligible to apply for financial assistance pursuant to the requirements of the Act and this Part.

- b) Project Information - The application shall contain sufficient information to clearly explain the nature and potential benefits of the proposed project. The application will generally follow a business plan format and, as applicable to the type of program, include sections such as:
 - 1) executive summary;
 - 2) description of the applicant (e.g., company or sponsoring organization);
 - 3) description of the technologies, innovations, products, processes, systems, or devices to be developed or improved;
 - 4) marketing information relevant to the proposed project;
 - 5) description of the expected benefits to the company;
 - 6) description of the expected public benefits to Illinois;
 - 7) line item budget for use of the requested financial assistance;
 - 8) description of the operating structure of the project, including a description of company ownership, management, and the qualifications of key project personnel;
 - 9) actual and pro forma financial statements;
 - 10) schedule of project activities and key milestones;
 - 11) justification of need for a State funded grant, investment, or loan; and
 - 12) description of leveraged funding, including letters of commitment from other investors.

Section 545.430 Screening of Applications

The Department and/or an intermediary organization and/or a designee shall screen applications to determine that all application requirements have been addressed. Except in the case of applications submitted in accordance with Section 545.410(a), Competitive Requests for Applications, applicants will be notified of deficiencies in applications and given a minimum of one opportunity to correct such deficiencies through resubmission.

Section 545.440 General Review Criteria

Complete applications shall be reviewed and evaluated by the Department or a designee and, if submitted by an intermediary organization on behalf of an eligible applicant, by the intermediary organization. To make this determination, the Department and/or an intermediary organization shall conduct an evaluation of each application, including the following components:

- a) Consistency with Statutory Intent - The applicant shall demonstrate that the proposed project is consistent with a purpose for which financial assistance may be provided pursuant to the requirements of this Part.
- b) Ability to Implement the Project - The applicant shall demonstrate the

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ability to implement the proposed project, including, if appropriate:

- 1) identification of loans, investments, or grant share from all lenders and investors on letterhead, signed and dated;
- 2) presentation of a project implementation schedule that demonstrates the applicant's readiness for immediate project initiation; and
- 3) provision of written cost estimates from contractors, suppliers, and architects that support project costs.

c) Financial Feasibility - The Department, its designee, and/or an intermediary organization shall review the applicant's financial statements, including projected statements, and related information to determine the financial viability of the project.

d) Market Feasibility - The applicant must demonstrate the market feasibility of the project, including, if applicable, a description of the potential users of the products or service; an analysis of the size of the potential market; the anticipated market share; and the competitive advantage the project has over existing similar products or services currently competing in the target market.

e) Technical Feasibility - The Department and/or an intermediary organization may require applicants to undergo a technical feasibility analysis conducted by individuals or organizations that possess the expertise to evaluate selected technological aspects of an application. Such individuals shall have the requisite expertise to conduct such analyses, as evidenced by academic and professional credentials in the subject matter of the proposed project.

f) Competence of Personnel - The applicant must demonstrate that key managers and project staff have appropriate knowledge and experience in related fields.

g) Private Investment and Owner Equity - The applicant shall demonstrate that other financing with respect to the project is provided. The owner's equity to be contributed, which shall be a significant part of the business project funding, shall be verified as available and/or committed to the project.

h) Past Performance - The Department, its designee, and/or an intermediary organization shall evaluate the performance of the applicant under previous Departmental programs, if applicable (e.g., success in previous projects and the level of compliance with previous agreements).

Section 545.450 Program Specific Criteria

a) Technology Challenge Grant Program - Pursuant to the requirements of Section 2003 of the Act, applications determined by the Department to be complete shall be forwarded to the Illinois Coalition for their review and evaluation.

1) The Illinois Coalition shall consider the following criteria in determining recommendations to the Department:

- A) the relationship of a proposed advanced technology project

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to the State's future economic growth;

B) the potential for adapting, commercializing or adopting the results of the applicant's project for the economic benefit of the State; and

C) the likelihood that the project has a potential for creating new jobs or retaining current jobs in the State. [20 ILCS 700/2003(a)]

2) The Department shall consider the recommendations of the Illinois Coalition and the following criteria in determining grant awards:

- A) the qualifications and expertise of consultants, firms or organizations undertaking the effort;
- B) the potential for leveraging federal or private research dollars, or both, for the initiative; and
- C) the extent of the capacity of the applicant or the applicant partnership or consortium to finance the initiative. [20 ILCS 700/2003(a)]

b) Illinois Technology Enterprise Development and Investment Program - The Department shall determine the viability of matching funds. Per Section 3004(a) of the Act, in determining if direct qualified security investments or loans are to be made, the Department shall find that:

- 1) there is a likelihood of commercial feasibility given the state of development of the proposed product, process, service, or technical device; and
- 2) that there is a likelihood of increased job opportunities in the near term as a result of the security investment.

c) Modernization Retooling Loan Program - Per Section 3004(b) of the Act, in determining if a loan is to be provided, the Department shall determine whether there will be an expected improvement in production levels, quality of output, or timeliness of delivery and that the number of jobs to be created or retained is reasonable in relation to the loan funds requested. The applicant shall also demonstrate that the project will involve the purchase of advanced technology and other expenditures integral to technological improvement. The applicant shall demonstrate that the project will have a public benefit of providing a net increase or net retention of jobs for Illinois citizens and the project will have a private benefit of improving productivity, effectiveness, or efficiency of the firm's production activities or will increase revenues or reduce expenses.

d) Modernization Grants Program - Per Section 3515(c) of the Act, the applicant shall demonstrate the level of expertise of the consultant or firm undertaking the competitiveness assessment or productivity improvement services. The applicant shall further demonstrate that the project will result in a substantial improvement in the applicant's operations and will result in the creation or retention of jobs.

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NOTICE OF ADOPTED REPEALER

1) Heading of the Part: Technology Advancement and Development Act Programs

2) Code Citation: 14 Ill. Adm. Code 545

3) Section Numbers: Adoption Action:

545.10 Repealer
545.20 Repealer
545.25 Repealer
545.30 Repealer
545.40 Repealer
545.50 Repealer
545.60 Repealer
545.70 Repealer
545.110 Repealer
545.120 Repealer
545.130 Repealer
545.140 Repealer
545.150 Repealer
545.160 Repealer
545.170 Repealer
545.180 Repealer
545.190 Repealer
545.195 Repealer
545.210 Repealer
545.215 Repealer
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545.350 Repealer
545.355 Repealer
545.360 Repealer
545.365 Repealer
545.410 Repealer
545.420 Repealer
545.430 Repealer
545.440 Repealer
545.450 Repealer
545.460 Repealer
545.470 Repealer
545.495 Repealer

4) Statutory Authority: Implementing and authorized by the Technology Advancement and Development Act [20 ILCS 700].

5) Effective Date of Repeal: November 28, 2001

6) Does this rulemaking contain an automatic repeal date? No

7) Does this repealer contain incorporations by reference? No

8) A copy of the adopted repealer, including any material incorporated by reference, is on file in the agency's principal office and is available for public inspection.

9) Notice of Proposal Published in Illinois Register: Published at 25 Ill. Reg. 10565 on August 24, 2001.

10) Has JCAR issued a Statement of Objection to this repealer? No

11) Differences between proposal and final version: None

12) Have all the changes agreed upon by the agency and JCAR been made as indicated in the agreements issued by JCAR? No changes were requested.

13) Will this repealer replace any emergency rulemaking currently in effect?
No

14) Are there any amendments pending on this Part? No

15) Summary and Purpose of Repeal: The Department is concurrently adopting rules that will provide a more clear and concise policy and procedural guide. Therefore, it is necessary to repeal the entire existing rule.

16) Information and questions regarding this adopted repealer shall be directed to:

DEPARTMENT OF COMMERCE AND COMMUNITY AFFAIRS

NOTICE OF ADOPTED REPEALER

Ms. Raya Bogard
Illinois Administrative Code Rules Manager
Illinois Department of Commerce and Community Affairs
James R. Thompson Center
100 West Randolph
Suite 3-400
Chicago, IL 60601
(312) 814-9593

ILLINOIS CRIMINAL JUSTICE INFORMATION AUTHORITY

NOTICE OF ADOPTED REPEALER

- 1) Heading of the Part: Fees for the Dissemination of Conviction Information
- 2) Code Citation: 20 Ill. Adm. Code 1540
- 3) Section Number: Adopted Action:
1540.10 Repealed
1540.20 Repealed
1540.30 Repealed
1540.40 Repealed
- 4) Statutory Authority: Implementing and authorized by Section 7 of the Criminal Identification Act [20 ILCS 2630/7]
- 5) Effective Date of Repealer: December 3, 2001
- 6) Does this repealer contain an automatic repeal date? No
- 7) Does this repealer contain incorporation by reference? No
- 8) A copy of the adopted repealer, including any material incorporated by reference, is on file in the agency's principal office and is available for public inspection.
- 9) Notice of Repealer Published in Illinois Register: August 3, 2001 (31 Ill. Reg. 9769)
- 10) Has JCAR issued a Statement of Objections to this repealer: No
- 11) Difference between proposal and final version: None
- 12) Have all the changes agreed upon by the agency and JCAR been made as indicated in the agreements issued by JCAR? No agreements were necessary.
- 13) Will this repealer replace an emergency repealer currently in effect? No
- 14) Are there any amendments pending on this Part? No
- 15) Summary and Purpose of Repealer: The Illinois Criminal Justice Authority no longer has authority over an individual's access and review of their criminal history record information and the fees required for dissemination of this information. This responsibility has now been vested with the Illinois State Police.
- 16) Information and questions regarding this adopted repealer shall be directed to:

ILLINOIS CRIMINAL JUSTICE INFORMATION AUTHORITY

NOTICE OF ADOPTED REPEALER

Jennifer Vesely
Illinois Criminal Justice Information Authority
120 South Riverside Plaza, Suite 1016
Chicago, IL 60606
312-793-8550
Fax: 312-793-8422
TDD: 312-793-4170

ILLINOIS CRIMINAL JUSTICE INFORMATION AUTHORITY

NOTICE OF ADOPTED REPEALER

- 1) Heading of the Part: Individual's Right to Access and Review Criminal History Record Information
- 2) Code Citation: 20 Ill. Adm. Code 1530
- 3) Section Number: Adopted Action:

1530.10	Repealed
1530.20	Repealed
1530.30	Repealed
1530.40	Repealed
1530.50	Repealed
EXHIBIT A	Repealed
EXHIBIT B	Repealed
EXHIBIT C	Repealed
EXHIBIT D	Repealed
EXHIBIT E	Repealed
- 4) Statutory Authority: Implementing and authorized by Section 7 of the Criminal Identification Act [20 ILCS 2630/7]
- 5) Effective Date of Repealer: December 3, 2001
- 6) Does this rulemaking contain an automatic repeal date? No
- 7) Does this repealer contain incorporations by reference? No
- 8) A copy of the adopted repealer, including any material incorporated by reference, is on file in the agency's principal office and is available for public inspection.
- 9) Notice of Repealer Published in Illinois Register: August 3, 2001 (31 Ill. Reg. 9774)
- 10) Has JCAR issued a Statement of Objection to this repealer? No
- 11) Difference between proposal and final version: None
- 12) Have all the changes agreed upon by the agency and JCAR been made as indicated in the agreements issued by JCAR? No agreements were necessary.
- 13) Will this repealer replace an emergency repealer currently in effect? No
- 14) Are there any amendments pending on this Part? No
- 15) Summary and Purpose of Repealer: The Illinois Criminal Justice Authority no longer has authority over an individual's access and review of his or her criminal history record information. This responsibility has now been vested with the Illinois State Police which has proposed rules to address

ILLINOIS CRIMINAL JUSTICE INFORMATION AUTHORITY

NOTICE OF ADOPTED REPEALER

this issue at 20 Ill. Adm. Code 1210.

16) Information and questions regarding this adopted repealer shall be directed to:

Jennifer Vesely
Illinois Criminal Justice Information Authority
120 South Riverside Plaza, Suite 1016
Chicago IL 60606
312-793-8550
Fax: 312-793-8422
TDD: 312-793-4170

ILLINOIS CRIMINAL JUSTICE INFORMATION AUTHORITY

NOTICE OF ADOPTED REPEALER

1) Heading of the Part: Procedures for Approving the Form and Manner of Reporting Arrest, Charge, and Disposition Information to the Department of State Police

2) Code Citation: 20 Ill. Adm. Code 1550

<u>Section Number:</u>	<u>Adopted Action:</u>
1550.10	Repealed
1550.20	Repealed
1550.30	Repealed
1550.40	Repealed
1550.50	Repealed
1550.60	Repealed
1550.70	Repealed

4) Statutory Authority: Implementing Section 2.1 of the Criminal Identification Act [20 ILCS 2630/2.1] and authorized by Section 2 of the State Police Act [20 ILCS 2610/2].

5) Effective Date of Repealer: December 3, 2001

6) Does this rulemaking contain an automatic repeal date? No

7) Does this repealer contain incorporation by reference? No

8) A copy of the adopted repealer, including any material incorporated by reference, is on file in the agency's principal office and is available for public inspection.

9) Notice of Repealer Published in Illinois Register: August 3, 2001 (31 Ill. Reg. 9798)

10) Has JCAR issued a Statement of Objections to this repealer? No

11) Difference between proposal and final version: None

12) Have all the changes agreed upon by the agency and JCAR been made as indicated in the agreements issued by JCAR? No agreements were necessary.

13) Will this repealer replace an emergency repealer currently in effect? No

14) Are there any amendments pending on this Part? No

15) Summary and Purpose of Repealer: The Illinois Criminal Justice Authority no longer has authority over procedures for approving the form and manner of reporting arrest, charge, and disposition information to the Department of State Police. This responsibility has now been vested with the Illinois State Police.

ILLINOIS CRIMINAL JUSTICE INFORMATION AUTHORITY

NOTICE OF ADOPTED REPEALER

- 16) Information and questions regarding this adopted repealer shall be directed to:

Jennifer Vesely
Illinois Criminal Justice Information Authority
120 South Riverside Plaza, Suite 1016
Chicago, IL 60606
312-793-8550
Fax: 312-793-8422
TDD: 312-793-4170

STATE BOARD OF EDUCATION

NOTICE OF ADOPTED AMENDMENTS

- 1) Heading of the Part: Certification
- 2) Code Citation: 23 Ill. Adm. Code 25
- 3) Section Numbers: Adopted Action:
25.20 Amendment
25.30 Amendment
25.40 Amendment
25.60 Repeal
25.80 Amendment
25.90 Amendment
25.99 Amendment
25.311 Amendment
25.400 New Section
25.475 Repeal
25.490 Amendment
25.710 Amendment
25.715 Amendment
25.717 Amendment
25.720 Amendment
25.725 Amendment
25.728 Amendment
25.730 Amendment
25.732 Amendment
25.733 Amendment
25.735 Amendment
25.740 Amendment
25.750 Amendment
25.755 Amendment
25.760 Amendment
25.765 Amendment
25.770 Amendment
25.775 Amendment
25.780 Amendment
Appendix B Amendment
Appendix C Amendment
- 4) Statutory Authority: 105 ILCS 5/2-3.6, 14C-8, and Art. 21
- 5) Effective Date of Amendments: November 28, 2001
- 6) Do these amendments contain an automatic repeal date? No
- 7) Do these amendments contain incorporations by reference? No
- 8) A copy of the adopted amendments, including any material incorporated by reference, is on file in the agency's principal office and is available for public inspection.

STATE BOARD OF EDUCATION

NOTICE OF ADOPTED AMENDMENTS

- 9) Notice of Proposal Published in Illinois Register: July 20, 2001; 25 Ill. Reg. 8929
- 10) Has JCAR issued a Statement of Objection to these amendments? No
- 11) Differences between proposal and final version:

Section 25.728(b) was revised to permit institutions to use candidates' test scores for progression among the components of a program, and the stipulations for institutions' use of scores were expanded.

Section 25.735 was revised to provide for additional test administrations at the discretion of the State Board of Education.

A new subsection (b) was added to Section 25.735 to note that procedures might vary when testing is conducted outside the fixed schedule; existing subsection (b) was re-labeled as subsection (c).

A cross-reference to Section 21-1 of the School Code was added to the end of Section 25.755(f).

Appendix C to Part 25 was added to this rulemaking for the purpose of adding a parenthetical explanation to it. This will eliminate any apparent conflict between Section 25.99(f) and Appendix C.

- 12) Have all the changes agreed upon by the agency and JCAR been made as indicated in the agreements issued by JCAR? Yes

- 13) Will these amendments replace emergency amendments currently in effect?
Yes (Sections 25.90, 25.710, 25.735, and 25.770 only).

- 14) Are there any amendments pending on this Part? Yes; two additional sets of amendments are pending.

Sections	Action	Illinois Register Citation
25.15	Amendment	25 Ill. Reg. 11209, September 7, 2001
25.115	Amendment	25 Ill. Reg. 11209, September 7, 2001
25.125	Amendment	25 Ill. Reg. 11209, September 7, 2001
25.127	New Section	25 Ill. Reg. 11209, September 7, 2001
25.130	Amendment	25 Ill. Reg. 11209, September 7, 2001
25.135	Amendment	25 Ill. Reg. 11209, September 7, 2001
25.136	New Section	25 Ill. Reg. 11209, September 7, 2001
25.137	Repeal	25 Ill. Reg. 11209, September 7, 2001
25.140	Amendment	25 Ill. Reg. 11209, September 7, 2001
25.145	Amendment	25 Ill. Reg. 11209, September 7, 2001
25.155	Amendment	25 Ill. Reg. 11209, September 7, 2001
25.160	Amendment	25 Ill. Reg. 11209, September 7, 2001
25.165	Amendment	25 Ill. Reg. 11209, September 7, 2001

STATE BOARD OF EDUCATION

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25.620	Amendment	25 Ill. Reg. 11209, September 7, 2001
25.710	Amendment	25 Ill. Reg. 11209, September 7, 2001
25.780	Amendment	25 Ill. Reg. 11209, September 7, 2001
25.805	Amendment	25 Ill. Reg. 11209, September 7, 2001
25.725	Amendment	25 Ill. Reg. 11701, September 14, 2001
25.760	Amendment	25 Ill. Reg. 11701, September 14, 2001

- 15) Summary and Purpose of Amendments: These amendments cover several separate areas related to certification.

The rules establish the availability of an endorsement in "self-contained general education" (see Section 25.99) and provide a list of the required coursework (see the companion amendment to Section 1.710). These new provisions will solve a problem that exists for individuals who, instead of a special certificate in a particular subject area, elect to receive both an elementary and a secondary certificate endorsed for the subject area. These teachers would otherwise be unable to add qualifications for teaching in self-contained general education at the elementary level.

The rules set forth the basis on which fees for certificate registration will be calculated. New Section 25.400 expresses the concept that one fee registers all an individual's certificates for the time period it covers and provides more specifics to deal with the complexity that exists in the combinations of certificates held by Illinois educators.

Many existing details of the Illinois Certification Testing System are being revised. A number of the changes are technical in nature, while others reflect the incorporation into that system of most examinations that are to be required for certification in transitional bilingual education to implement the requirements of Public Act 91-370.

Section 25.490 (Rules for Certification of Persons Who Have Been Convicted of a Crime) is being amended in order to clarify that the time frame relative to "completion of probation" refers to probation after a period of incarceration or probation standing on its own as a sentence.

The remaining proposed amendments mainly involve updating and technical clean-up. Two obsolete Sections (25.60 and 25.475) are being repealed, and Appendix B is being corrected. Sections 25.20, 25.30, 25.40, and 25.80 are being amplified with statements about the standards as the basis for the required examinations. The new Parts we will be promulgating are referenced.

- 16) Information and questions regarding these adopted amendments shall be directed to:

J. Robert Sampson
Division of Professional Certification
Illinois State Board of Education

STATE BOARD OF EDUCATION

NOTICE OF ADOPTED AMENDMENTS

100 North First Street
Springfield, Illinois 62777-0001
(217) 782-3774

The full text of the adopted amendments begins on the next page:

STATE BOARD OF EDUCATION

NOTICE OF ADOPTED AMENDMENTS

TITLE 23: EDUCATION AND CULTURAL RESOURCES
SUBTITLE A: EDUCATION
CHAPTER I: STATE BOARD OF EDUCATION
SUBCHAPTER b: PERSONNEL

PART 25
CERTIFICATION

SUBPART A: DEFINITIONS

Section
25.10

Definition of Terms Used in This Part

SUBPART B: CERTIFICATES

Section

- 25.11 New Certificates (February 15, 2000)
25.15 Standards for Certain Certificates
25.20 Requirements for Initial Elementary Certificate
25.30 Requirements for Initial Secondary Certificate
25.35 Temporary Provisions for the Acquisition of Subsequent Standard Certificates
25.40 Requirements for Initial Special K-12 Certificate
25.43 Standards for Certification of Special Education Teachers
25.45 Standards for the Standard Special Certificate--Speech and Language Impaired
25.50 General Certificate (Repealed)
25.60 State Special Certificate, Grades 11-12, For Teaching Elective Subjects (Repealed)
25.65 Alternative Certification
25.67 Alternative Route to Teacher Certification
25.70 State Provisional Vocational Certificate
25.75 Part-time Provisional Certificates
25.80 Requirements for Initial Early Childhood Certificate
25.90 Transitional Bilingual Certificate and Examination
25.95 Majors, Minors, and Separate Fields for the Illinois High School Certificate
25.99 Endorsing Teaching Certificates

SUBPART C: APPROVING THE TEACHER EDUCATION PROGRAMS OF THE
TEACHER EDUCATION INSTITUTIONS OF THE STATE OF ILLINOIS

Section

- 25.110 System of Approval: Levels of Approval (Repealed)
25.115 Recognition of Institutions, Accreditation of Educational Units, and Approval of Programs
25.120 Standards and Criteria for Institutional Recognition and Program Approval (Repealed)

STATE BOARD OF EDUCATION

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- 25.125 Fifth-Year Review
- 25.130 Procedures for Initial Recognition as a Teacher Education Institution (Repealed)
- 25.135 Interim Provisions for Continuing Accreditation and Approval -- July 1, 2000, through June 30, 2003
- 25.137 Interim Provisions for Continuing Accreditation and Approval -- July 1, 1999, through June 30, 2000
- 25.140 Procedures for Approval of New or Modified Teacher Education Programs and Consortia (Repealed)
- 25.145 Approval of New Programs Within Recognized Institutions
- 25.150 The Periodic Review Process (Repealed)
- 25.155 Initial Recognition Procedures Effective July 1, 2000
- 25.160 Notification of Recommendations; Decisions by State Board of Education
- 25.165 Discontinuation of Programs

SUBPART D: SCHOOL SERVICE PERSONNEL

- Section
- 25.210 Requirements for the Certification of School Social Workers
- 25.220 Requirements for the Certification of Guidance Personnel
- 25.230 Requirements for the Certification of School Psychologists
- 25.240 Standard for School Nurse Endorsement

SUBPART E: REQUIREMENTS FOR THE CERTIFICATION OF ADMINISTRATIVE AND SUPERVISORY POSITIONS

- Section
- 25.310 Definitions (Repealed)
- 25.311 Administrative Certificate
- 25.313 Alternative Route to Administrative Certification
- 25.315 Renewal of Administrative Certificate
- 25.320 Application for Approval of Program (Repealed)
- 25.322 General Supervisory Endorsement
- 25.330 Standards and Guide for Approved Programs (Repealed)
- 25.333 General Administrative Endorsement
- 25.344 Chief School Business Official Endorsement
- 25.355 Superintendent

SUBPART F: GENERAL PROVISIONS

- Section
- 25.400 Registration of Certificates; Fees
- 25.405 Military Service
- 25.410 Revoked Certificates
- 25.415 Credit in Junior College
- 25.420 Psychology Accepted as Professional Education
- 25.425 Individuals Prepared in Out-of-State Institutions
- 25.427 Three-Year Limitation

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- 25.430 Institutional Approval
- 25.435 School Service Personnel Certificate--Waiver of Evaluations (Repealed)
- 25.437 Equivalency of General Education Requirements (Repealed)
- 25.440 Master of Arts NCATE
- 25.442 Illinois Teacher Corps Programs
- 25.445 College Credit for High School Mathematics and Language Courses
- 25.450 Lapsed Certificates
- 25.455 Substitute Certificates
- 25.460 Provisional Special and Provisional High School Certificates
- 25.465 Credit
- 25.470 Meaning of Experience on Administrative Certificates
- 25.475 Certificates and Permits No Longer Issued (Repealed)
- 25.480 Credit for Certification Purposes
- 25.485 Provisional Recognition of Institutions (Repealed)
- 25.490 Rules for Certification of Persons Who Have Been Convicted of a Crime
- 25.493 Part-Time Teaching Interns
- 25.495 Approval of Out-of-State Institutions and Programs
- 25.497 Supervisory Endorsements

SUBPART G: THE UTILIZATION OF TEACHER AIDES AND OTHER NONCERTIFIED PERSONNEL

- Section
- 25.510 Teacher Aides
- 25.520 Other Noncertificated Personnel
- 25.530 Specialized Instruction by Noncertificated Personnel
- 25.540 Approved Teacher Aide Programs

SUBPART H: CLINICAL EXPERIENCES

- Section
- 25.610 Definitions
- 25.620 Student Teaching
- 25.630 Pay for Student Teaching

SUBPART I: ILLINOIS CERTIFICATION TESTING SYSTEM

- Section
- 25.705 Purpose - Severability
- 25.710 Definitions
- 25.715 Test Validation
- 25.717 Test Equivalence
- 25.720 Applicability of Testing Requirement
- 25.725 Applicability of Scores
- 25.728 Use of Basic-Skills Test Results by Institutions of Higher Education at-time-of-Entry-into-Teacher-Education
- 25.730 Registration
- 25.732 Late Registration

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25.733	Emergency Registration
25.735	Frequency and Location of Examination
25.740	Accommodation of Persons with Special Needs
25.745	Special Test Dates
25.750	Conditions of Testing
25.755	Voiding of Scores
25.760	Passing Score
25.765	Individual Test Score Reports
25.770	Re-scoring Rescoring
25.775	Institution Test Score Reports
25.780	Fees

SUBPART J: RENEWAL OF STANDARD AND MASTER CERTIFICATES

Section	
25.800	Professional Development Required
25.805	Requirements of the Plan
25.810	State Priorities
25.815	Submission and Review of the Plan
25.820	Review of Approved Plan
25.825	Progress Toward Completion
25.830	Application for Renewal of Certificate(s)
25.832	Validity and Renewal of Master Certificates
25.835	Review of and Recommendation Regarding Application for Renewal
25.840	Action by State Teacher Certification Board; Appeals
25.845	Responsibilities of School Districts
25.848	General Responsibilities of LPDCs
25.850	General Responsibilities of Regional Superintendents
25.855	Approval of Illinois Providers
25.860	Out-of-State Providers
25.865	Awarding of Credit for Activities with Providers
25.870	Continuing Education Units (CEUs)
25.875	Continuing Professional Development Units (CPDUs)
25.880	"Valid and Exempt" Certificates; Proportionate Reduction; Part-Time Teaching
25.885	Funding; Expenses

APPENDIX A	Statistical Test Equating - Certification Testing System
APPENDIX B	Certificates Available Effective February 15, 2000
APPENDIX C	Exchange of Certificates
APPENDIX D	National Board and Master Certificates

AUTHORITY: Implementing Article 21 and Section 14C-8 and authorized by Section 2-3.6 of the School Code [105 ILCS 5/Art. 21, 14C-8, and 2-3.6].

SOURCE: Rules and Regulations to Govern the Certification of Teachers adopted September 15, 1977; amended at 4 Ill. Reg. 28, p. 336, effective July 16, 1982; amended at 7 Ill. Reg. 5429, effective April 11, 1983; codified at 8 Ill. Reg.

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1441; amended at 9 Ill. Reg. 1046, effective January 16, 1985; amended at 10 Ill. Reg. 12578, effective July 8, 1986; amended at 10 Ill. Reg. 15044, effective August 28, 1986; amended at 11 Ill. Reg. 12670, effective July 15, 1987; amended at 12 Ill. Reg. 3709, effective February 1, 1988; amended at 12 Ill. Reg. 16022, effective September 23, 1988; amended at 14 Ill. Reg. 1243, effective January 8, 1990; amended at 14 Ill. Reg. 17936, effective October 18, 1990; amended at 15 Ill. Reg. 17048, effective November 13, 1991; amended at 16 Ill. Reg. 18789, effective November 23, 1992; amended at 19 Ill. Reg. 16826, effective December 11, 1995; amended at 21 Ill. Reg. 11536, effective August 1, 1997; emergency amendment at 22 Ill. Reg. 5097, effective February 27, 1998, for a maximum of 150 days; amended at 22 Ill. Reg. 11767, effective June 25, 1998; amended at 22 Ill. Reg. 19745, effective October 30, 1998; amended at 23 Ill. Reg. 2843, effective February 26, 1999; amended at 23 Ill. Reg. 7231, effective June 14, 1999; amended at 24 Ill. Reg. 7206, effective May 1, 2000; emergency amendment at 24 Ill. Reg. 9915, effective June 21, 2000, for a maximum of 150 days; amended at 24 Ill. Reg. 12930, effective August 14, 2000; peremptory amendment at 24 Ill. Reg. 16109, effective October 12, 2000; peremptory amendment suspended at 25 Ill. Reg. 3718, effective February 12, 2001; peremptory amendment repealed by joint resolution of the General Assembly, effective May 31, 2001; emergency amendment at 25 Ill. Reg. 9360, effective July 1, 2001, for a maximum of 150 days; emergency amendment 25 Ill. Reg. 11935, effective August 31, 2001, for a maximum of 150 days; amended at 25 Ill. Reg. 16031, effective November 28, 2001.

SUBPART B: CERTIFICATES

Section 25.20 Requirements for Initial Elementary Certificate

a) Each applicant shall either:

- 1) have completed an approved Illinois teacher preparation program or a comparable program in another state or country (see Sections 25.425 and 25.495 of this Part); or
- 2) hold a valid certificate issued by Illinois or another state and have less than four years of teaching experience as defined in Section 25.11(g) of this Part.

b) Each applicant shall have completed pre-student teaching clinical experiences (see Section 25.610 of this Part), except that applicants with teaching experience at the K-9 level, as verified by the employer, need not complete pre-student teaching clinical experience.

c) Each applicant shall have completed student teaching in conformance with the requirements of Section 25.620 of this Part, except that applicants presenting the required credit in student teaching and evidence of teaching experience, as verified by the employer, need not complete another student teaching experience.

d) Each applicant shall be required to pass the test of basic skills and the applicable test of subject matter knowledge (see Subpart I of this Part). Beginning July 1, 2003, the test of subject matter knowledge shall be based upon the applicable standards set forth in 23 Ill. Adm.

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Code 26 (Standards for Certification in Early Childhood Education and in Elementary Education).

(Source: Amended at 25 Ill. Reg. 16031, effective NOV 28 2001)

Section 25.30 Requirements for Initial Secondary Certificate

a) Each applicant shall either:

- 1) have completed an approved Illinois teacher preparation program or a comparable program in another state or country (see Sections 25.425 and 25.495 of this Part); or
- 2) hold a valid certificate issued by Illinois or another state and have less than four years of teaching experience as defined in Section 25.11(g) of this Part.

b) Each applicant shall have completed pre-student teaching clinical experiences (see Section 25.610 of this Part), except that applicants with teaching experience at the 6-12 level, as verified by the employer, need not complete pre-student teaching clinical experiences.

c) Each applicant shall have completed student teaching in conformance with the requirements of Section 25.620 of this Part, except that applicants presenting the required credit in student teaching and evidence of teaching experience, as verified by the employer, need not complete another student teaching experience.

d) One major area of specialization totaling 32 semester hours is required. Coursework that meets the institution's general education requirements may also be counted for certification in the major and/or minor field of specialization.

e) Each applicant shall be required to pass the test of basic skills and the applicable test of subject-matter knowledge (see Subpart I of this Part). Beginning July 1, 2003, the test of subject matter knowledge shall be based upon the applicable standards set forth in 23 Ill. Adm. Code 27 (Standards for Certification in Specific Teaching Fields).

(Source: Amended at 25 Ill. Reg. 16031, effective NOV 28 2001)

Section 25.40 Requirements for Initial Special K-12 Certificate

a) Each applicant shall either:

- 1) have completed an approved Illinois teacher preparation program or a comparable program in another state or country (see Sections 25.425 and 25.495 of this Part); or
- 2) hold a valid certificate issued by Illinois or another state and have less than four years of teaching experience as defined in Section 25.11(g) of this Part.

b) The professional education requirements for the initial special K-12 certificate (in semester hours) are:

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- 1) Educational Psychology, including Human Growth and Development 2
- 2) Methods and Techniques of Teaching in the area of specialization 2
- 3) History and/or Philosophy of Education 2
- 4) Pre-student Teaching Clinical Experiences at the Elementary and Secondary Levels Equivalent to 100 Clock Hours in the Area of Specialization --

- 5) Coursework, equivalent to three semester hours, on the psychology of exceptional children, identification of exceptional children, and methods of teaching exceptional children; Learning Disabilities must be explicitly included in this coursework
- 6) Student Teaching in Area of Specialization and at K-12 Level 5
- 7) Electives to Total 16 Semester Hours 5
(may include additional coursework in the areas enumerated in this subsection (b) and/or in guidance, tests and measurements, methods of teaching reading, and instructional materials).

c) Applicants with teaching experience in the field of specialization, as verified by the employer, need not complete pre-student teaching clinical experience.

d) Applicants presenting the required credit in student teaching and evidence of teaching experience, as verified by the employer, need not complete another student teaching experience.

e) One major area of specialization totaling 32 semester hours is also required. Coursework that meets the institution's general education requirements may also be counted for certification in the major and/or minor field of specialization.

f) Each applicant shall be required to pass the test of basic skills and the applicable test of subject matter knowledge (see Subpart I of this Part). Beginning July 1, 2003, the test of subject matter knowledge shall be based upon the relevant standards set forth in 23 Ill. Adm. Code 27 (Standards for Certification in Specific Teaching Fields).

(Source: Amended at 25 Ill. Reg. 16031, effective NOV 28 2001)

Section 25.60 State Special Certificate, Grades 11-12, For Teaching Elective Subjects (Repealed)

The applicant shall meet the following regulatory requirements:
a) Degree in special field

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- b) ~~Recognized-specialist-in-the-occupational-field~~
 c) ~~Minimum-of-two-years-of-experience-in-the-field-as-a-specialist~~
 d) ~~Employing-board-request~~

(Source: Repealed at 25 Ill. Reg. 16031, effective
 NOV 26 2001)

Section 25.80 Requirements for Initial Early Childhood Certificate

- a) Each applicant shall either:
- 1) have completed an approved Illinois teacher preparation program or a comparable program in another state or country (see Sections 25.425 and 25.495 of this Part); or
 - 2) hold a valid certificate issued by Illinois or another state and have less than four years of teaching experience as defined in Section 25.11(g) of this Part.
- b) The professional education requirements for the initial early childhood certificate (in semester hours) are:

- | | |
|--|---|
| 1) Child growth and development with emphasis on the young child | 3 |
| 2) History and philosophy of early childhood education | 3 |
| 3) Types of instructional methods, including types of activity/learning centers, individualization, educational play, and media and their utilization in extending the child's understanding of art, music, literature, reading instruction, mathematics, natural and social science | 4 |
| 4) Methods of teaching reading, with emphasis on the young child | 2 |
| 5) Techniques and methodologies of teaching language arts, mathematics, science and social studies at the primary level | 4 |
| 6) The development and acquisition of language in young children | 2 |
| 7) Child, family and community relationships | 3 |
| 8) Coursework, equivalent to three semester hours, on the psychology of exceptional children, identification of exceptional children and methods of teaching exceptional children. Learning disabilities must be | 3 |

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- explicitly included in this coursework
- 9) Pre-student teaching clinical experiences equivalent to 100 clock hours, including experience with infants/toddlers, preschool/kindergarten children, and primary school students
 - 10) Student teaching 5
 - 11) Electives in professional education 3

c) Those who have had five semester hours of student teaching at the primary grade level (K-3) and who have had teaching experience are not required to take another practicum at the preschool level. Applicants seeking this waiver shall secure official letters from the employing school district and/or the college or university documenting the nature and duration of their teaching and the grade level of their student teaching assignment.

d) Each applicant shall be required to pass the test of basic skills and the applicable test of subject matter knowledge (see Subpart I of this Part). Beginning July 1, 2003, the test of subject matter knowledge shall be based upon the applicable standards set forth in 23 Ill. Adm. Code 26 (Standards for Certification in Early Childhood Education and in Elementary Education).

(Source: Amended at 25 Ill. Reg. 16031, effective
 NOV 26 2001)

Section 25.90 Transitional Bilingual Certificate and Examination

a) Requirements for the Transitional Bilingual Certificate, issued pursuant to Section 14C-8 of the ~~The~~ School Code, shall be as follows:

a1) General Requirements. The applicant shall meet the following general requirements:

1A) Be in good health.

2B) Be of sound moral character.

3E) Be legally present in the United States and possess legal authorization for employment.

4B) Comply with certification application procedures.

b2) Requirements of Prior Education or Certification. The applicant shall:

1A) Possess a current and valid certificate issued by the State of Illinois, or

2B) Have possessed within five years prior to the date of application a valid teaching certificate or comparable legal authorization issued by a foreign country or by a state or possession or territory of the United States, or

3E) Hold a degree from an institution of higher learning in a foreign

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country which the Certification Board determines to be the equivalent of a bachelor's degree from a recognized institution of higher learning in the United States (Section 14C-8 of the School Code; 105 ILCS 5/14C-8 Ill-Rev--Stat--1988--Supp-7--ch-1227---part---14E-8). The applicant must submit a certified transcript from the foreign institution. The Certification Board will determine equivalency by comparing the applicant's course of study to that required for a bachelor's degree from a recognized institution of higher learning in the United States on factors including:

- A+) the applicant's length of study at the foreign institution (which shall be equivalent to four years of postsecondary study after the age of eighteen);
- B+) the number of credit hours or similar units of instruction which the applicant has successfully completed (which shall be the equivalent of 120 semester hours);
- C+) the content of the applicant's courses and the distribution of courses among the various disciplines constituting a bachelor's degree program in the United States (which shall include the equivalent of a 32-semester-hour major field of study);
- D+) the applicant's grades or similar evidence of successful academic performance;
- E+) the foreign institution's accreditation status, if any.

c3) Language Requirements

1A) The applicant must demonstrate adequate speaking, and reading, writing, and grammar skills ability in a non-English language in which transitional bilingual education is offered in Illinois. This requirement may be fulfilled in one of the following ways:

- A+) Applicants who have been employed in an Illinois bilingual program for at least one year prior to the date of application will meet this requirement when the Bilingual Education Section of the State Board of Education certifies that the applicant meets the following criteria: The applicant is able to use the non-English language fluently and accurately on all levels normally pertinent to professional needs; is able to understand and participate in a conversation within range of the applicant's experience; with a high degree of fluency and precision of vocabulary; is able to respond appropriately even in unfamiliar situations; with infrequent errors of pronunciation and grammar; is able to handle informal interpreting from and into the non-English language.

ii+) The applicant presents evidence of having graduated from a teacher preparation institution or an institution of higher education in which the medium of instruction was in a non-English language in which transitional bilingual education is offered in

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Illinois and for which certification is sought. The applicant successfully completes the required examination (see Section 25.710 of this Part) in the non-English language in which transitional bilingual education is offered in Illinois and for which certification is sought. If no examination for transitional bilingual education in the target language is listed in Section 25.710 of this Part, the required examination shall be another examination administered by the State Board of Education. The selection, development, and administration of each such examination shall conform to the requirements of Section 25.715 of this Part to the extent feasible in light of the rate of incidence of the target language in Illinois.

iii+) The applicant by means of an approved examination administered by an Illinois institution of higher education recognized for teacher education, meets the following standard of facility in the non-English language in which transitional bilingual education is offered in Illinois: The applicant is able to use the non-English language fluently and accurately on all levels normally pertinent to professional needs; is able to understand and participate in a conversation within the range of the applicant's experience; with a high degree of fluency and precision of vocabulary; is able to respond appropriately even in unfamiliar situations; with infrequent errors of pronunciation and grammar; is able to handle informal interpreting from and into the non-English language.

2B) The applicant must demonstrate adequate speaking, reading, writing, and grammar communicative skills in English. This requirement may be fulfilled in one of the following ways:

- A+) The applicant presents evidence of having graduated from an institution of higher education in which the medium of instruction was English.
- B+) The applicant successfully completes the English Language Proficiency Examination (see Section 25.710 of this Part). Has been employed for one year or more in an Illinois bilingual program and the building principal or appropriate supervisor attests that the applicant possesses communicative skills in English sufficient to complete assigned duties.

iii+) The applicant meets by means of an approved examination administered by an Illinois institution of higher education recognized for teacher education the following standard of facility in English: The applicant is able to satisfy routine social demands and work requirements; is able to handle with confidence most social situations including

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introductions--and--casual--conversation--about--current events--work--family--and--autobiographical information--is--able--to--comprehend--most--conversations on--non-technical--subjects--(i.e.7-topics--which--require no--specialized--knowledge)--and--has--a--speaking vocabulary--sufficient--for--self-expression--can--usually handle--elementary--constructions--accurately--the applicant's--performance--is--such--that--if--errors--are made--they--do--not--render--speech--unintelligible.

- 3) An individual enrolled in an approved bilingual certification program who passed the Spanish language proficiency examination required by the program prior to July 1, 2001, shall be exempt from retaking a Spanish language proficiency test after that date, provided that:

- A) the university that operates the program forwards to the State Board of Education no later than November 1, 2001, a list of the names and Social Security numbers of those persons in its program who have passed the examination;
- B) the individual's name appears on the list submitted by the university in whose program he or she is enrolled; and
- C) the individual submits an application for bilingual certification based upon the institution's recommendation for certification no later than June 30, 2006.

d4) Appeals - Re-scoring Procedures

All--applicants--found--ineligible--for--certification--because--of failure--to--meet--the--language--requirements--set--forth--under--(3) above--shall--have--an--opportunity--to--appeal--the--finding--of ineligibility.

- A) A limited appeal shall be available to applicants An applicant found ineligible for certification because of failure to meet the language requirements on the basis of an examination in a language not listed in Section 25.710 of this Part. An affected individual wishing to initiate such an appeal shall notify the State Board of Education in writing within six weeks after release of the test results to candidates. may appeal by notifying the Secretary of the State Teacher Certification Board in writing.

The appeal shall be limited to a request for re-scoring. The State Board of Education shall honor each request unless no individual with the necessary language competency who was involved in the original scoring is available for re-scoring.

- B) The Secretary of the State--Certification--Board--shall--in consultation--with--the--Manager--of--the--Bilingual-Education Section--within--15--days--of--receipt--of--appeal--establish--a panel--of--at--least--two--competent--persons--to--hear--the--appeal. A date for a hearing shall be mutually agreed upon at which time--the--individual--appealing--may--present--the--appeal--and respond--to--inquiries--from--the--panel--The panel shall review the record and present--its--findings--and--recommendations

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within--five--days--of--the--date--of--the--hearing--to--the--Secretary of--the--State--Teacher--Certification--Board.

e) Issuance--of--a--certificate--granted--as--a--result--of--an--appeal shall--be--based--on--the--applicable--criteria--and--standards--set forth--elsewhere--in--this--Part.

- b) Requirements--for--approving--transitional--bilingual--examinations administered--by--Illinois--institutions--of--higher--education

- i) Eligibility--The institution must--be--recognized--for--teacher education--in--Illinois--must--certify--that--the--examinations--will--be administered--at--no--expense--to--the--applicant--must--certify--that the--examinations--will--be--administered--without--discrimination based--on--national--origin--sex--ethnic--characteristics--or--any other--personal--characteristics--or--attributes--unrelated--to linguistic--performance--Institutions--may--propose--the--utilization of--non-institutional--resources--provided--a--legally--binding agreement--clearly--showing--institutional--control--over--the procedures--and--content--of--the--examination--is--presented. Institutional personnel responsible for the administration of the examinations shall participate in in-service workshops offered by the State Board of Education's Bilingual Education Section.

- 2) The chief educational administrator of the institution shall provide written notification to the Secretary of the State Teacher Certification Board of the institution's intention to be approved as an examination center in one or more languages.

- 3) Approval will be granted by the Secretary when the Manager of the Teacher Education Program Approval Section and the Manager of the Bilingual Education Section both certify in writing that the proposed procedures and content of the examination meet the following criteria:

- A) The proposed examination enables determination of the applicant's proficiency at the following levels:

- i) English

The applicant is able to satisfy routine social demands and work requirements; is able to handle with confidence most social situations including introductions and casual conversations about current events; work family and autobiographical information; is able to comprehend most conversations on non-technical subjects (i.e.7-topics which require no specialized knowledge) and has a speaking vocabulary sufficient for self-expression; can usually handle elementary constructions accurately. The applicant's performance is such that if errors are made they do not render speech unintelligible.

- ii)

Non-English language in which transitional bilingual education is offered in Illinois. The applicant is able to use the non-English language fluently and accurately on all levels normally

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pertinent-to-professional-needs,-is-able-to-understand and-participate-in-any-conversation,-within-the-range of-the-applicant's-experience,-with-a-high-degree-of fluency-and-precision-of-vocabulary,-is-able-to respond-appropriately,-even-in-unfamiliar-situations,- with-infrequent-errors-of-pronunciation-and-grammar,- is-able-to-handle-informal-interpreting-from-and-into the-non-English-language.

B) The-examination-shall-test--reading--ability--through--an instrument-comparable--to--those-prepared-by--the--Modern language-Association,-and-test-oral-facility-by-means-of-an examination-similar-to-that-employed-in-the-Foreign-Service Institute-examination.

C) The-proposed-examination-procedure-meets-commonly-accepted professional-standards-for-assessing-and-using-examinations and-is-equivalent-in-rigor-to-other-approved-examinations.

B) The-examination-is-uniformly-administered-to-candidates-with native-and-acquired-language-skills.

E) The-institution-of-higher-education-recognized-for-teacher education-purposes-accepts-responsibility-for-implementing and-supervising-the-examination-procedures.

4) The-Conduct-of-the-Examination-shall-meet-the-following-criteria:
A) Each-institution-must-designate-a-test-administrator-for each-language-in-which-testing-services-are-offered.

B) Each-institution-must-establish-criteria-for-the-selection of-the-test-administrator-and-other-persons-who-will-make judgments-during-the-examination-procedures.

C) Each-institution-must-implement-conditions-to-insure-test reliability.

B) Each-institution-must-establish-procedures-for-maintaining security-of-testing-materials-and-results.

E) Each-institution-must-maintain-a-system-of-periodic-internal review-of-testing-procedures-and-maintain-records demonstrating-compliance-with-approved-procedures.

5) Results-of-Examination-shall-be-documented-as-follows:

A) The-institution-shall-forward-the-results-of-examinations within-ten-days-only-to-the-State-Board-of-Education's Manager-of-Certification-and-to-the-applicant.

B) The-institution-shall-not-permit-the-use-of-the-results-of the-examinations-for-any-other-purposes-unless-requested-in writing-by-the-applicant.

C) The-institution-shall-maintain-copies-of-written examinations,-audio-or-video-tapes-of-oral-interviews,-and signed-records-of-the-evaluator's-determination-or-shall maintain-full-documentation-of-unique-testing-processes. Such-copies-shall-be-retained-for-a-minimum-of-three-years.

6) Applicants-who-do-not-pass-their-respective-language-examinations may-reapply-after-a-period-of-three-months-from-the-date-of-the

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examination:

(Source: Amended at 25 Ill. Reg. 16031, effective NOV 28 2001)

Section 25.99 Endorsing Teaching Certificates

Elementary and secondary high-school teaching certificates will be endorsed with the subject areas a person is qualified to teach upon demonstration that the coursework presented for examination meets the requirements set forth in 23 Ill. Adm. Code 1: Subpart G, Staff Qualifications (Public Schools Evaluation, Recognition and Supervision).

a) Coursework presented for endorsement shall be counted toward a specific subject qualification if the course content meets the standards established for the subject as listed in Subpart G of 23 Ill. Adm. Code 1.

b) Coursework presented for endorsement will be counted in each subject area to which it applies.

c) Applicants for certificates presenting a 32 semester hour major field of specialization, for which qualifications are not specified in Subpart G of 23 Ill. Adm. Code 1, shall have the certificate endorsed with that major field of specialization.

d) Applicants for certification who have completed approved programs or who qualify for certification by transcript evaluation shall be evaluated for all endorsement areas and issued a certificate with all endorsements for which they qualify in accordance with subsections (a) and (b) of this Section.

e) Individuals seeking to endorse a previously issued certificates or obtain additional endorsements may apply for such endorsements, on forms provided by the State Board of Education, in accordance with the provisions of Section 21-12 of the School Code [105 ILCS 5/21-12].

1) Applications must be submitted through the office of a Regional Superintendent of Schools and accompanied by a \$30 nonrefundable fee made payable to the State Teacher Certification Board.

2) Applicants qualifying for an endorsement shall receive a duplicate of their original certificate with the endorsement and date of the endorsement affixed.

3) Deficiency statements shall be issued when an applicant does not qualify for the requested endorsements. Applicants may remove their deficiencies and qualify within one year after the date of the deficiency statement. Subsequent requests for the same endorsements shall be accompanied with another fee.

f) An individual who chooses to "split" a special or special preschool - age 21 certificate and receive both an elementary and a secondary certificate instead, as provided in Section 21-4 of the School Code [105 ILCS 5/21-4] and Appendix C to this Part, may qualify for endorsement in "self-contained general education" on the elementary certificate by presenting evidence of having completed the coursework

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described in 23 Ill. Adm. Code 1.710 (Minimum Requirements for Elementary Teachers). Such an individual shall also be required to pass the subject matter knowledge test for elementary education and, if he or she has not already passed the test of basic skills and received a certificate based on it, that test as well.

(Source: Amended at 25 Ill. Reg. 16031, effective NOV 28 2001)

SUBPART E: REQUIREMENTS FOR THE CERTIFICATION OF
ADMINISTRATIVE AND SUPERVISORY POSITIONS

Section 25.311 Administrative Certificate

Except as provided in Section 21-5d of the School Code [105 ILCS 5/21-5d], the Administrative certificate requires:

- a) a master's degree awarded by a regionally accredited institution of higher learning; and
- b) completion of a program approved for one of the endorsements specified in Section 25.322 through 25.355 of this Part at a recognized Illinois teacher education institution and recommendation by that institution; or satisfaction of the conditions specified in Section 25.425 of this Part; and;
- c) passage of the relevant test of subject matter knowledge as specified in Section 25.710 of this Part.

(Source: Amended at 25 Ill. Reg. 16031, effective NOV 28 2001)

SUBPART F: GENERAL PROVISIONS

Section 25.400 Registration of Certificates; Fees

Section 21-16 of the School Code [105 ILCS 5/21-16] requires the registration of an individual's teaching certificate(s) and establishes the amount of the registration fee to be paid for each type of certificate. Registration fees and requirements applicable in specified situations shall be as set forth in this Section.

- a) Any fee paid to register a certificate for a given year shall cover the registration of all other certificates held by the same individual. An individual shall be required to register all certificates held but shall pay only one registration fee for any year.
- b) An individual is required to register his or her certificate in each region where he or she teaches, but, except as provided in Section 21-9 of the School Code [105 ILCS 5/21-9], is required to pay a registration fee in only one region. Therefore, an individual who moves from one region to another after paying a registration fee for a

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particular period of time:

- 1) shall be required to register his or her certificate(s) in the new region, but
 - 2) shall not be required to pay any additional registration fee except as provided in subsection (c) of this Section.
- c) Under Section 21-9 of the School Code, a holder of a substitute certificate is required to pay a registration fee in each region where the certificate is used. Therefore, a holder of such a certificate who moves from one region to another after paying a registration fee for a particular period of time:
- 1) shall be required to register his or her certificate(s) in the new region, and
 - 2) shall be required to pay a registration fee for the remaining years of the substitute certificate's validity.
- d) When a registration fee is paid, the amount due shall be the amount required to register the certificate for its entire period of validity, except that a life certificate may be registered for a maximum of five years (see Section 21-16 of the School Code).
- e) Except as provided in subsection (f) of this Section, an individual who receives and registers one or more additional certificates after paying a registration fee for a particular period of time shall not be required to pay an additional registration fee until the period covered by the original fee has elapsed. That is, no registration fee shall be charged for a new certificate as long as the current registration period of another certificate covers a portion of the new certificate's registration period.
- f) An individual who receives a standard certificate after paying a registration fee covering four years of teaching on an initial certificate without "using" all four of those years (e.g., an individual from another state who came to Illinois already having accumulated some teaching experience) shall be required to pay the registration fee for the new standard certificate's five-year period of validity, less "credit" equaling the amount paid for the unused years for which the initial certificate was registered.
- g) Pursuant to Section 25.450 of this Part, a certificate that has lapsed may be reinstated by payment of all accumulated registration fees. The amount due for each year shall be the fee that was in effect at that time, rather than the annual amount applicable at the time when the fees are paid.
- h) The amount of the fee that was in effect for any given year shall remain in effect for that year, regardless of when the fee is paid.
- i) The other provisions of this Section notwithstanding, no fee paid in connection with the registration of one or more certificates shall have the effect of extending the period of validity of any other certificate that is subject to additional renewal requirements that have not been met.

(Source: Added at 25 Ill. Reg. 16031, effective

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Section 25.475 Certificates and Permits No Longer Issued (Repealed)

~~The--State--Teacher--Certification--Board--ceases--issuing--Standard--Special
Certificates--for-Guidance-Personnel-and-School-Social-Workers--The-Department
of-Specialized-Educational-Services--will--cease--granting--permits--to--School
Psychologists--~~

(Source: Repealed at 25 Ill. Reg. 16031, effective
NOV 28 2001)

Section 25.490 Rules for Certification of Persons Who Have Been Convicted of a Crime

- a) Each case must be reviewed separately. The type of offense involved will affect the character decision; obviously some offenses (and felonies) are of a more serious nature than others.
- b) The purpose of criminal penalties must be considered. It is the overwhelming view of experts in the various professions of the law that the purpose of criminal penalties is not only to punish, but to rehabilitate the individual. To automatically deny a person a privilege enjoyed by others is to tell that person that he will never be looked upon as being rehabilitated and that the stigma of his/her offense will forever be attached to him to prevent him from becoming an accepted and useful member of society. Such a drastic decision should not be taken lightly. It certainly should never be an automatic decision which does not give a person the opportunity to prove that he has overcome a defect in his/her past record.
- c) Therefore, in handling applications where there has been a criminal conviction on the part of the applicant, the State Teacher Certification Board will:

- 1) not automatically reject an applicant with a criminal conviction record;
- 2) take into consideration the gravity of the offense, i.e. misdemeanor, felony, infamous crime together with the circumstances under which it occurred, i.e. background and age of the person at the time of the offense;
- 3) allow the applicant to provide evidence of good character and rehabilitation;
- 4) render a decision as to good character by weighing the evidence of bad character (the criminal conviction) against that of good character and rehabilitation; and will
- 5) require a waiting period of one year from the time the sentence or--probation--period for the criminal offense ends before an application for certification will be considered. ~~This--will allow--adequate--time--for--determining--rehabilitation--on-the-part-of the--applicant--~~

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- d) For purposes of this Section, an individual's "sentence" shall include any probationary period imposed either alone or in combination with a period of incarceration.

(Source: Amended at 25 Ill. Reg. 16031, effective
NOV 28 2001)

SUBPART I: ILLINOIS CERTIFICATION TESTING SYSTEM

Section 25.710 Definitions

For the purposes of this Subpart, the following definitions apply:

"Passing raw score" is the minimum number of items which must be answered correctly on a given test.

"Passing score" is the minimum scaled score a person must obtain in order to pass a test.

"Re-scoring Rescoring" means the process of reviewing an examinee's answers and the scores assigned to them to confirm that a test score reported to an examinee is the score earned by him or her.

"Retake" is the opportunity for a person who has taken a test of the Illinois Certification Testing System at one test administration to take the test in the same area as given at subsequent administrations.

"Scaled score" is the person's test score after the mathematical transformation of the number of test items the person answered correctly to a scale of numbers on which the minimum score (0), the maximum score (100), and the passing score (70) are set.

"Subarea score" is the scaled score for the subset of test items on a subject matter test which measures specific content, and the "subarea score" is the scaled score for each subset of test items on the basic skills test which measures specific content in reading, writing, grammar, and mathematics.

"Test" or "Tests" refers to the test of basic skills, the language proficiency tests, and the tests of subject matter knowledge for the Illinois Certification Testing System. These tests are:

Agriculture
Art (K-12)
Art (6-12)
Basic Skills
Grammar
Mathematics
Reading

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Writing
 Biological Science
 Blind and Partially Sighted
 Business/Marketing/Management
 Chemistry
 Chief School Business Official
 Computer Science
 Dance
 Deaf and Hard of Hearing
 Early Childhood
 Educable Mentally Handicapped
 Elementary
 English
 English as a Second Language
 English Language Proficiency
 French
 General Administrative
 General Science
 General Supervisory
 German
 Guidance
 Health
 Health Occupations
 Hebrew
 History
 Family and Consumer Sciences
 Industrial Technology Education
 Italian
 Latin
 Learning Disabilities
 Mathematics
 Media
 Music (K-12)
 Music (6-12)
 Physical Education (K-12)
 Physical Education (6-12)
 Physically Handicapped
 Physical Science
 Physics
 Reading
 Russian
 School Nurse
 School Psychology
 School Social Work
 Social/Emotional Disorders
 Social Science
 Spanish
 Speech

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Speech and Language Impaired
 Superintendent
 Theatre Arts
 Trainable Mentally Handicapped
 Transitional Bilingual Education

Arabic
 Cantonese
 Greek
 Gujarati
 Hindi
 Japanese
 Korean
 Lao
 Mandarin
 Polish
 Russian
 Spanish
 Urdu
 Vietnamese

"Test items" are specific questions asked on a test that require a person either to select the correct response from those alternative responses provided or to produce a written response.

"Test objective" is a statement of the behavior or performance measured by test items.

(Source: Amended at 25 Ill. Reg. 16031, effective NOV 28 2001)

Section 25.715 Test Validation

The State Board of Education will validate all tests as part of the Illinois Certification Testing System, using reviews of test objectives and test items by committees of Illinois educators and a survey of Illinois educators to determine the relationships of these objectives to the knowledge required by entry-level Illinois educators in order to perform their jobs. All validation procedures will conform to the accepted professional standards promulgated by the National Council on Measurement in Education, the American Educational Research Association, and the American Psychological Association, as presented in the "Standards for Educational and Psychological Testing" (1999+1985) published by the American Educational Research Psychological Association, 1230 17th Street, N.W., Washington, D.C. 20036. No later amendments to these standards are incorporated by this rule.

(Source: Amended at 25 Ill. Reg. 16031, effective NOV 28 2001)

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Section 25.717 Test Equivalence

- a) The State Board of Education will implement the following procedures to maintain uniformity in the difficulty level of each form of the basic skills test, each language proficiency test, and each subject matter knowledge test from test-to-test and from year-to-year. These procedures will conform to the accepted professional standards for test score comparability and equating promulgated by the National Council on Measurement in Education, the American Educational Research Association, and the American Psychological Association as presented in the "Standards for Educational and Psychological Testing" (1999) published by the American Educational Research Association, 1230 17th Street, N.W., Washington, D.C. 20036. No later amendments to these standards are incorporated by this rule.

- b) To achieve uniformity of test form difficulty, all test content advisory committees (see Section 25.715) shall be given identical orientation and training sessions throughout each step in test development and in standard setting. As a further measure to maintain test equivalence, when a new test form is produced, new items shall be matched to the items they are replacing in terms of average item difficulty statistics. Following the administration of a new test form, test scores for new test forms shall be made comparable in difficulty with the test scores on the previous test form by statistical test equating. The method to be used is set forth in Appendix A.

(Source: Amended at 25 Ill. Reg. 16031, effective NOV 28 2001)

Section 25.720 Applicability of Testing Requirement

- a) Beginning July 1, 1999, each person seeking a school service personnel or administrative certificate or an initial early childhood, elementary, secondary or special certificate must pass the Illinois Certification Testing System's test of basic skills and a test of subject matter knowledge. Beginning July 1, 2003, each person seeking an initial early childhood, elementary, secondary, or special certificate shall also be required to pass the applicable test of the common core of teaching knowledge, which shall be based upon the standards set forth in "Standards for All Illinois Teachers" (23 Ill. Adm. Code 24). An individual seeking a standard certificate shall be required to pass the test of basic skills, the test of subject matter knowledge, or (beginning July 1, 2003) the applicable test of the common core of teaching knowledge only if:

- 1) he or she has not already passed that examination; or
- 2) he or she has passed that examination but the score is more than five years old and no certificate has been issued on the basis of

that score.

- b) The required test of subject matter knowledge is that test which corresponds to the individual's major field of study in a teacher education program in the State of Illinois approved pursuant to Subpart C of this Part.
- c) Persons who are graduates of colleges or universities outside the State of Illinois and who are seeking an Illinois certificate must take the test of basic skills and the subject matter knowledge test which most corresponds to the Illinois certificate or endorsement sought ~~field--for--which--application-for--certification-is-made~~. For example, someone seeking to teach whose major field of study is urban studies would, in addition to the basic skills test, also take the subject matter knowledge test in the social sciences.
- d) It is the individual's responsibility to take the appropriate subject matter tests. Upon request, the State Board of Education shall assist individuals in identifying appropriate tests.
- e) Beginning July 1, 2003, an individual seeking a standard certificate shall be required to pass the standard examination referred to in Section 25.11(d) of this Part unless he or she holds an Illinois standard certificate of some other type or holds a comparable certificate from another state and presents evidence of at least four years of teaching experience.

(Source: Amended at 25 Ill. Reg. 16032, effective NOV 28 2001)

Section 25.725 Applicability of Scores

- a) Each person seeking certification in Illinois must pass the test of basic skills.
- b) Each person seeking certification must pass the appropriate test of subject matter knowledge, as set forth in Section 25.720(b) and (c) of this Part, for each certificate sought.
- c) Except as provided in subsection (d) of this Section, for each person seeking his or her first Illinois certificate, neither the scores on the subareas of the basic skills test nor the score on the subject matter test may be more than five years old at the time application is made. The five-year period shall be calculated from the date the test was taken and passed to the date of receipt of the application by the State Board of Education. Scores more than five years old will not be accepted as part of an application.
- d) A person who has passed the test of basic skills as a condition of admittance to an Illinois teacher education program approved pursuant to Subpart C of this Part shall not be required to retake that test.
- ed) A person who has passed the basic skills test and has been issued a certificate on the basis of the test shall not be required to retake the basic skills test when seeking any subsequent certificate.
- fe) For persons seeking subsequent certificates, the subject matter test

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score upon which each application is based shall be no more than five years old, such five-year period to be calculated from the date the test was taken and passed to the date of receipt of the application by the State Board of Education. Score more than five years old will not be accepted as part of an application.

gf) Any person may retake any test during any subsequent, regularly scheduled administration of that test, subject only to registration in accordance with the provisions of this Subpart.

(Source: Amended at 25 Ill. Reg. 2603.1, effective NOV 28 2001)

Section 25.728 Use of Basic-Skills Test Results by Institutions of Higher Education at-Time-of-Entry-into-Teacher-Education

a) An institution may use the Illinois Certification Testing System's test of basic skills to satisfy the requirement of Section 21-2b of the School Code [105 ILCS 5/21-2b] -- Teacher Education Program Entrance. a) If an institution chooses to use the basic skills test for that purpose, it shall abide by all the rules governing the Illinois Certification Testing System set forth in this Subpart, including, but not limited to, passing score, registration, and fees; and shall make no requirement for the use or administration of this test beyond those set forth in this Subpart.

b) An institution may use an Illinois Certification Testing System subject matter test as a requirement for completion of a teacher education program approved pursuant to Subpart C of this Part or for candidates' progression among the components of a program.

1) If an institution chooses to use a subject matter test for any such purpose, it shall abide by all the rules governing the Illinois Certification Testing System set forth in this Subpart, including, but not limited to, passing score, registration, and fees; and shall make no requirement for the use or administration of this test beyond those set forth in this Subpart. An institution shall not use the basic-skills--test--nor--any--other test--of--the--Illinois-Certification-Testing-System--for--any--other purpose--including--but--not--limited--to--admission--to--student teaching--and--completion--of--the--program--

2) Further, an institution that chooses to use a subject matter test for any such purpose shall assume the responsibility for informing its students of all requirements related to taking the test and for providing its students with registration materials and any other needed information in a timely manner. Neither the State Board of Education nor its testing contractor shall assume responsibility for any candidate's inability to progress through or complete an approved program due to an institution's discretionary use of a certification test.

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(Source: Amended at 25 Ill. Reg. 2603.1, effective NOV 28 2001)

Section 25.730 Registration

Registration materials and information about the tests will be available from the State Board of Education, 100 North First Street, Springfield, Illinois 62777-0001.

a) An individual's registration form must be either received by the testing contractor chosen by the State Board of Education on or before the regular registration deadline or must be postmarked by the United States Postal Service on or before the registration deadline and received by the testing contractor State-Board-of-Education by the late registration deadline as specified in Section 25.732 of this Part. An individual's registration form must include the following:

1) Registrant's name, both home address and address-while-at-school, both daytime and evening telephone numbers, Social Security number, date of birth, sex, gender and ethnicity;--and certification-status;

2) Name and identification number of test(s);

3) Test date and first and second test site identification numbers number;

4) Name of Illinois teacher preparation institution attended, if applicable, and student status within said institution;

5) An assurance that the registrant will abide by all the conditions of testing set forth in Section 25.750 of this Part;

6) An assurance that the registrant has not had and will not seek access to any secure test materials prior to the test date; and

7) The registrant's signature, which shall signify certify that the facts and assurances presented are true to the best of the registrant's knowledge and that the registrant agrees to abide by the testing conditions belief.

b) The testing contractor State--Board--of--Education will acknowledge receipt of registration forms within four weeks of their receipt.

c) An individual may amend or cancel his or her registration by submitting a properly completed change of-registration form to the testing contractor State-Board-of-Education.

The change of-registration form must be either received by the testing contractor State-Board-of-Education on or before the registration deadline or must be postmarked by the United States Postal Service on or before the registration deadline and received by the testing contractor State-Board-of-Education by the late registration deadline as specified in Section 25.732 of this Part. Changes that may be made by an individual to his or her registration are:

1) changing the test site or test date;

2) adding a test or tests; and

3) deleting a test or tests.

d) All requests for changes to a registration, except for deletion of a

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- test or tests, must be accompanied by payment of the appropriate fee as set forth in Section 25.780 of this Part.
- An individual who cancels her or his registration in accordance with this Section, including meeting the specified deadline, will receive a partial refund as set forth in Section 25.780 of this Part. An individual who cancels his or her registration other than in strict accordance with this Section, or who is absent from the test administration, will receive no refund or credit of any kind.
 - The registration deadline for each test administration will be six calendar weeks prior to the test administration date.
 - The State Board of Education may issue a fee credit to an individual who is absent from a test administration for which he or she was registered because of a medical emergency or death provided that:
 - a written request is received by the State Board of Education no later than six months from the date of the missed test administration, and
 - a written statement from a member of the medical profession or funeral home documenting the reason for the absence accompanies the request.

(Source: Amended at 25 Ill. Reg. 16031, effective NOV 28 2001)

Section 25.732 Late Registration

- Late registration for individuals not meeting the deadlines established in Section 25.730 of this Part will be permitted.
- An individual's late registration form must be received by the testing contractor State-Board-of-Education no later than the close of business three weeks before the date of test administration and must include the information specified in Section 25.730(a) of this Part.
 - The testing contractor State-Board-of-Education will acknowledge receipt of late registration forms within two weeks of their receipt.
 - All requests for a late registration must be accompanied by payment of the appropriate fee as set forth in Section 25.780 of this Part.
 - The late registration fee will be waived for examinees who failed the examination at its most recent administration but whose score reports were not released before the next regular registration deadline.
 - Late registration requests for the accommodation of persons with special needs as specified in Section 25.740 of this Part or a special test date as specified in Section 25.745 of this Part will be honored by the testing contractor State-Board-of-Education only if space, staff, and time constraints allow.
 - An individual may amend or cancel his or her registration or late registration after-the-registration-deadline-but-on-or-before-the-late-registration-deadline by submitting a properly completed late change of-registration form to-the-State-Board-of-Education. The late change of-registration form must be received by the testing contractor State

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- ~~Board-of-Education~~ by the late registration deadline. Changes that may be made by an individual to his or her registration or late registration are:
- changing the test site or test date;
 - adding a test or tests; and
 - deleting a test or tests.
- g) All requests for changes to a late registration, except for deleting of a test or tests, must be accompanied by the appropriate fee for a change in registration as set forth in Section 25.780 of this Part.
- h) All requests for a change to a regular registration received by the State Board of Education between the registration and late registration deadlines must be accompanied by the appropriate fee for a change in registration and for a late registration as set forth in Section 25.780 of this Part.
- i) The late registration deadline for each test administration will be three calendar weeks prior to the test administration date.

(Source: Amended at 25 Ill. Reg. 16031, effective NOV 28 2001)

Section 25.733 Emergency Registration

A limited number of emergency registrations per test administration will be allowed on a space-available basis.

- Emergency registration will be offered at a limited number of test sites throughout the state, as identified in the current year "Illinois Certification Testing System Registration Bulletin."
- Emergency registrations will be accepted up until the close of business on the Tuesday before the Saturday test date.
- All requests for emergency registration must be made by telephone to the testing company identified in the "Illinois Certification Testing System Registration Bulletin." Fees will be payable by-credit-card only by Visa or Master Card as specified in Section 25.780(i) of this Part.
- All individuals registering by emergency registration must complete, prior to testing, a registration form and sign an assurance that they will abide by all the conditions set forth in Section 25.750 of this Part. Registration forms and assurance statements will be available at the test sites on the day of the test.

(Source: Amended at 25 Ill. Reg. 16031, effective NOV 28 2001)

Section 25.735 Frequency and Location of Examination

- The tests of basic skills and subject matter knowledge tests will be administered no fewer than three times a year and at no fewer than six sites each time at locations throughout the State state. The English

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proficiency test and the language proficiency test in Spanish will be administered four times per year at one site in the Chicago area. Language proficiency tests in target languages other than Spanish will be administered twice per year at one site in the Chicago area. Specific tests may be administered at such additional times and locations as the State Board of Education deems advisable. For example, the State Board may elect to offer the language proficiency test in Spanish at a site in Mexico.

b) Registration deadlines and procedures may vary from those stated in Section 25.730 of this Part when testing is conducted outside the fixed schedule set forth in subsection (a) of this Section.

cb) All test sites will be accessible to persons with disabilities.

(Source: Amended at 25 Ill. Reg. 16062, effective NOV 28 2001)

Section 25.740 Accommodation of Persons with Special Needs

a) Persons with special needs include those with visual, physical, or other disabilities who would not be able to take the required test(s) under standard conditions. The State Board of Education will honor each request for special accommodations from such a person, provided the request is:

- 1) submitted on a form supplied by the State Board of Education and received on or before the regular registration deadline; and
- 2) accompanied by a signed statement from a medical or human services professional licensed in this or any other state, such as but not limited to a physician, psychiatrist or psychologist, describing the handicapping condition and specifying the exact nature of the needed accommodations.

b) The testing contractor ~~State--Board--of--Education~~ will notify each person requesting special accommodations of the disposition of such request no later than two weeks prior to the test date.

c) Special test administration procedures may include, but will not be limited to:

- 1) testing arrangements for visually handicapped persons, such as:
 - A) a special examiner to read the test and/or fill in the answer sheet; and/or
 - B) permission to circle answers directly in the test booklet; and/or
 - C) permission to use magnifying devices; and/or
 - D) the use of either a large print or Braille version of the test;
- 2) testing arrangements for hearing-impaired persons, such as:
 - A) providing written instructions for administering the tests; and/or
 - B) providing a sign language interpreter for any audio-taped material or the testing instructions; and

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3) arrangements for persons with other disabilities, such as special seating or use of assistive devices (i.e., page turners, communication boards).

d) Special test administration procedures for persons for whom English is not the first language shall be limited to the allotment of extra time.

(Source: Amended at 25 Ill. Reg. 16063, effective NOV 28 2001)

Section 25.750 Conditions of Testing

a) On the day of the test, each person shall present the admission ticket received following test registration and two pieces of positive identification, one of which shall include a photograph taken within the last four (4) years. Positive identification includes, but is not limited to, a driver's license, student identification card, Illinois identification card, passport, employee identification card, Social Security card, birth certificate, or selective service registration card. Any person lacking sufficient identification will be required to sign a declaration of identity statement. Any person lacking sufficient identification and refusing to sign a declaration of identity statement will be refused admission.

b) Persons arriving more than 30 minutes after a test administration has begun will be refused admission. Persons arriving within 30 minutes after a test administration has begun will be required to sign an acknowledgment of late arrival specifying that no additional time will be allotted beyond that already given to the other examinees for the session.

c) No refund of fees will be made to any person refused admission under subsection (a) or (b) of this Section.

d) Each person admitted to a testing site shall abide by the instructions of the proctors administering the test in all matters relating to the test, including but not limited to seating arrangements and security measures. Each person authorizes the proctors to serve as his or her agents in maintaining a secure test administration.

e) Each person beginning a test shall take every section of that test. The score of a person not completing all sections of a test will be reported as set forth in Sections 25.765 and 25.775 of this Part, unless such person requests voiding of that score as provided in Section 25.755 of this Part.

f) No refund will be made to any person requesting that his or her score be voided, nor will credit be given toward the fee for any future test.

g) No person may:

- 1) use written notes during a test;
- 2) make notes or copies of the contents of a test booklet;
- 3) use scratch paper;

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- 4) use any mechanical device, except as expressly permitted in the registration materials (i.e., use of a nonprogrammable, solar or battery-powered calculator during the chemistry, mathematics, and physics subject matter tests);
 - 5) communicate in any way with other examinees or any person other than the proctors during a test session;
 - 6) remove any test materials from the testing site;
 - 7) engage in behavior that disrupts or gives unfair advantage or disadvantage to other examinees;
 - 8) fail to sign the document(s) on which he or she is directed to record his or her answers; or
 - 9) fail to follow the oral or written instructions or directions of the proctors dealing with the administration of the test.
- h) An individual who wishes to object to any of the testing conditions or procedures set forth in this Section shall notify the testing contractor in writing of the basis for this objection no later than six weeks prior to the test administration date. An individual who wished to object shall not register using the late or emergency registration procedures described in Section 25.732 and 25.733 of this Part. ~~Unless the person notes an objection in the space provided on the registration form, any person taking a test agrees that liability for test administration activities, including but not limited to the adequacy and accuracy of test materials and test conditions, and the accuracy of registration and administrative processes and score reports, will be limited to score correction or the retaking of the test at no additional fee, and waives his or her rights to all further claims arising out of any acts or omissions of the State Board of Education or the contractor for the test administration.~~
- 1) The testing contractor shall inform the registrant as to whether his or her objection will be honored.
 - 2) If an individual's objection is not honored, the testing contractor shall inform the individual that he or she will not be registered for the test administration.
 - 3) An individual who objects to a condition of testing after using late or emergency registration procedures may be prohibited from taking the test, or his or her score may be voided.

(Source: Amended at 25 Ill. Reg. 16064, effective NOV 28 2001)

Section 25.755 Voiding of Scores

- a) A person shall have the right to void his/her test score(s). Such a request must be submitted in writing and received by the State Board of Education within seven calendar days after the date of the test.
- b) A person's score(s) will be voided by the State Board of Education due to violation by the person of any of the conditions of testing enumerated in Section 25.750(d)-(e), and (g) of this Part.

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- c) The Illinois State Board of Education will also void any affected test score if:
 - 1) any person taking the test engages in any form of misconduct, including but not limited to the actions listed in Section 25.750(g), having the purpose or effect of:
 - A) giving any person taking the test an unfair advantage over other examinees,
 - B) affecting, either positively or negatively, the performance of any person taking the test, or
 - C) representing the performance of the named registered examinee by the performance of another person;
 - 2) there is any testing irregularity that calls into question:
 - A) the accuracy of the test scores as measures of the actual performance of the examinees, or
 - B) the validity of the test scores as measures of the performances of the examinees in light of the conditions and circumstances under which the test was administered.
 - d) The State Board of Education shall notify the person of such action within six ~~three~~ weeks after the test date. If any person's test materials reveal irregularities that warrant further investigation, the State Board shall forward those materials to the appropriate law enforcement authority and shall notify the affected person(s) within ten days after taking such action. ~~This shall not limit such person's right to take the test(s) at a subsequent administration.~~
 - e) No refund will be given to any person whose score is voided.
 - f) If a score is voided for any reason, it will not be reported or entered on any records. All records of the person's test responses, including but not limited to answer sheets and electronic media records, will be destroyed and will be irretrievable. Voiding of an individual's score shall not limit his or her right to retake the test. However, in some instances scores are voided for reasons that render individuals ineligible for certification in Illinois, regardless of any future testing. See Section 21-1 of the School Code [105 ILCS 5/21-1].

(Source: Amended at 25 Ill. Reg. 16065, effective NOV 28 2001)

Section 25.760 Passing Score

- a) The passing raw score will be established for each test by the State Board of Education, in consultation with the State Teacher Certification Board, based upon the professional judgments and recommendations of committees of Illinois educators about the acceptable, minimal level of performance for entry-level educators in Illinois classrooms.
- b) The raw score for each test of subject matter knowledge, for each

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language proficiency test, and for each subarea of the test of basic skills shall be transformed to a scaled score ranging from 0 to 100, with 70 established as the passing score. The passing raw score shall always be equal to a scaled score of 70. The following formula shall be used to transform raw scores to scaled scores, where MAX means the maximum raw score, CUT means the passing raw score and X means the number of items correct:

1) If X is greater than or equal to CUT, then the scaled score is 70 + 30[(X - CUT)/(MAX - CUT)].

2) If X is less than CUT, then the scaled score is 70X/CUT.

c) Scaled scores are rounded to the nearest integer except between 69 and 70. To ensure that a score just below passing is not equated with a scaled score of 70, scaled scores between 69 and 70 will be considered 69.

d) In order to pass the basic skills test, a person must receive a passing score on each of the subarea tests during a single test administration. A person failing to pass any one of the subarea tests shall be required to retake all four subarea tests.

(Source: Amended at 25 Ill. Reg. 16031, effective NOV 28 2001)

Section 25.765 Individual Test Score Reports

a) The State Board of Education will report each individual's test score(s) only to:

- 1) the individual candidate earning such score(s); and
- 2) the Illinois teacher education institution the candidate either attended or seeks to attend by the person, unless that person specifically directs otherwise on the registration form.

b) The score report sent to each individual by the State Board of Education will:

- 1) indicate the test date and whether or not the person has passed the test; and
- 2) report the person's total score and subarea scores as scaled scores, and

3) ~~include--for--persons--not--passing--a--test--information--about--the next--scheduled--administration--of--the--test--and--about--applying--to retake--it.~~

c) No test scores will be released via facsimile or over the telephone.

d) A person shall have the right to request additional copies of his or her score report, subject to payment of a fee as set forth in Section 25.780 of this Part.

(Source: Amended at 25 Ill. Reg. 16031, effective NOV 28 2001)

Section 25.770 Re-scoring Rescoring

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a) A person shall have the right to request re-scoring ~~rescoring~~ of the basic skills a test or a test of subject matter knowledge tests, provided such a request is submitted in writing and received by the State Board of Education within ten weeks after of the test administration date and is accompanied by payment of the applicable fee as set forth in Section 25.780 of this Part. A person shall also have the right to request re-scoring of a language proficiency test. However, no re-scoring service shall be available for the constructed-response portions of a language proficiency test; re-scoring on such a test shall be limited to the multiple-choice items only.

b) In the case of any discrepancy discerned as a result of re-scoring ~~rescoring~~, the State Board of Education will correct its records and inform all parties to whom the test score was reported as to the person's score.

(Source: Amended at 25 Ill. Reg. 16031, effective NOV 28 2001)

Section 25.775 Institution Test Score Reports

After each test administration, a report will be provided to each Illinois teacher preparation institution having one or more applicants ~~students-or graduates~~ taking the test(s). This report will include:

- a) aggregate information on pass/fail status, total scores, and subarea scores for all examinees from the institution, and for the state as a whole for each test;
- b) aggregate information on pass/fail status, total scores, and subarea scores by gender and race, for all examinees from the institution and for the state as a whole, for each test.

(Source: Amended at 25 Ill. Reg. 16031, effective NOV 28 2001)

Section 25.780 Fees

a) Each registration form shall be accompanied by payment of a fee in the amount of \$44 per test to be taken.

b) Each request for rescoring of a test shall be accompanied by payment of a fee in the amount of \$25, which shall be refunded if the original scoring is found to be in error.

c) Each request for an additional individual score report shall be accompanied by payment of a fee in the amount of \$10.

d) Each change of ~~registration-form-or-change-of-late-registration~~ form requesting a change in the test(s), test date or test site for which the individual is scheduled shall be accompanied by payment of a fee in the amount of \$15.

e) Each ~~add-on change-of-registration-form-or-change-of-late-registration~~

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form requesting to add a test or tests to an individual's registration shall be accompanied by payment of a fee in the amount of \$44 per test to be added.

f) An individual who cancels his or her registration in accordance with Section 25.730 of this Part shall receive a refund in the amount of \$22 per test for which he or she registered.

g) Each late registration form shall be accompanied by payment of a fee of \$30 in addition to the payment of the fee for each test to be taken as specified in this Section.

h) A fee of \$20 shall be charged for any test payment that does not clear.

ih) Only cashiers' checks and money orders will be accepted for payment of fees.

ji) Payment of fees for emergency registration must be made by Visa or Master Card credit--card only, as identified in the current year "Illinois Certification Testing System Registration Bulletin."

1) A fee of \$100, in addition to the fee for each test to be taken as specified in subsection (a) of this Section, will be charged for each emergency registration.

2) No refund or credit of any kind shall be made to any person who registers by emergency registration.

(Source: Amended at 25 Ill. Reg. 16031, effective NOV 28 2001)

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Section 25.APPENDIX B Certificates Available Effective February 15, 2000

Early Childhood

Provisional Alternative Early Childhood Certificate
Standard Alternative Early Childhood Certificate
(For Cities of 500,000 or More)

Provisional Early Childhood Certificate
Initial Early Childhood Certificate

Initial Alternative Early Childhood Certificate
Standard Early Childhood Certificate

Master Early Childhood Certificate
~~Initial-Special-Preschool---Age-21-Certificate~~

~~Standard-Special-Preschool---Age-21-Certificate~~

Elementary

Provisional Alternative Elementary Certificate
Standard Alternative Elementary Certificate

(For Cities of 500,000 or More)
Provisional Elementary Certificate
Initial Elementary Certificate

Initial Alternative Elementary Certificate
Standard Elementary Certificate

Master Elementary Certificate

Secondary

Provisional Alternative Secondary Certificate
Standard Alternative Secondary Certificate

(For Cities of 500,000 or More)
Initial Math-Science Certificate 9-12
Provisional Secondary Certificate

Initial Secondary Certificate
Initial Alternative Secondary Certificate

Standard Secondary Certificate
Master Secondary Certificate

Special

Standard Alternative Special Certificate
(For Cities of 500,000 or More)

Provisional Special Certificate
Initial Special K-12 Certificate

Initial Alternative Special K-12 Certificate
Initial Special Preschool-Age 21 Certificate

Standard Special K-12 Certificate
Standard Special Preschool-Age 21 Certificate

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Master Special K-12 Certificate

School Service Personnel

Provisional School Service Personnel Certificate
School Service Personnel Certificate

Administrative

Provisional Alternative Administrative Certificate
Administrative Certificate
(Excluding Acting as Principal/Assistant Principal)
Provisional Administrative Certificate
Administrative Certificate

Other

Substitute Certificate
General Certificate
Part-Time Provisional Certificate
Temporary Provisional Vocational Certificate
Provisional Vocational Certificate
Transitional Bilingual Certificate
Resident Teacher Certificate

(Source: Amended at 25 Ill. Reg. 1003.1, effective NOV 28 2001)

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Section 25.APPENDIX C Exchange of Certificates

Existing Certificate	Description	Exchanged for:
Early Childhood Certificates:		
02 Early Childhood	To Age 6 excluding K	Standard Early Childhood (0 to 6, excluding K)
04 Early Childhood	Age 0-Grade 3	Standard Early Childhood (0 to grade 3)
06 Kindergarten-Primary	K-3	Standard Early Childhood (K-3)
45 Life Kindergarten	K-3	Standard Early Childhood (K-3)
Elementary Certificates:		
03 Standard Elementary	K-9	Standard Elementary
42 Life Elementary	1-8	Standard Elementary
High School Certificates:		
09 Standard High School	6-12	Standard Secondary
11 Vocational	7-12 Field Endorsed	Standard Secondary
14 Junior College	9-14 Field Endorsed	Standard Secondary
47 Life High School	6-12	Standard Secondary
49 Life Junior College	9-14 Field Endorsed	Standard Secondary
Special Certificates:		
10 Standard Special	K-12 Field Endorsed	Standard Special or both Standard Elementary and Standard Secondary
17 Special Exceptional Children	K-14 Field Endorsed	Standard Special or both Standard Elementary and Standard Secondary
48 Life Special	K-14 Field Endorsed	Standard Special or both Standard Elementary and Standard Secondary
50 Life School Librarian	K-14 Library	Standard Special or both Standard Elementary and Standard Secondary

Individuals who receive Standard Special, Elementary and/or Secondary certificates will receive on those certificates the same endorsements they

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currently hold.

Holders of Standard Special Certificates may exchange them for either a Standard Special or both a Standard Elementary and Standard Secondary. If they choose the Standard Elementary and Standard Secondary Certificates, they will not be qualified to teach self-contained general education classrooms (unless they hold the endorsement described in Section 25.99(f) of this Part), but will receive on those certificates only the endorsements they hold. (For example, a holder of a special certificate endorsed for a particular subject area may teach only in that subject area, and a holder of a certificate endorsed for serving students with a specific disability may serve only in a classroom serving such students.) They will have the option of adding onto the elementary and secondary certificates any other endorsements for which they qualify.

(Source: Amended at 25 Ill. Reg. 16031-, effective NOV 28 2001)

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- 1) Heading of the Part: Public Schools Evaluation, Recognition and Supervision
- 2) Code Citation: 23 Ill. Adm. Code 1
- 3) Section Number: Adopted Action: 1.710 Amendment
- 4) Statutory Authority: 105 ILCS 5/21-1b
- 5) Effective Date of Amendment: November 28, 2001
- 6) Does this amendment contain an automatic repeal date? No
- 7) Does this amendment contain incorporations by reference? No
- 8) A copy of the adopted amendment, including any material incorporated by reference, is on file in the agency's principal office and is available for public inspection.
- 9) Notice of Proposal Published in Illinois Register: July 20, 2001; 25 Ill. Reg. 8968
- 10) Has JCAR issued a Statement of Objection to this amendment? No
- 11) Difference between proposal and final version: New subsection 1.710(c) was amplified with a reference to the relevant provision of the School Code and the relevant portions of the State Board's rules for Certification.
- 12) Have all the changes agreed upon by the agency and JCAR been made as indicated in the agreements issued by JCAR? Yes
- 13) Will this amendment replace an emergency amendment currently in effect? No
- 14) Are there any amendments pending on this Part? No
- 15) Summary and Purpose of Amendment: In conjunction with an amendment to the State Board's rules for Certification (see 23 Ill. Adm. Code 25.99), this amendment helps establish the availability of an endorsement in "self-contained general education" by providing a list of the required coursework. These new provisions will solve a problem that exists for individuals who, instead of a special certificate in a particular subject area, elect to receive both an elementary and a secondary certificate endorsed for the subject area. These teachers would otherwise be unable to add qualifications for teaching in self-contained general education at the elementary level.
- 16) Information and questions regarding this adopted amendment shall be

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directed to:

J. Robert Sampson
Division of Professional Certification
Illinois State Board of Education
100 North First Street
Springfield, Illinois 62777-0001
(217) 782-3774

The full text of the adopted amendment begins on the next page:

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NOTICE ADOPTED AMENDMENT

TITLE 23: EDUCATION AND CULTURAL RESOURCES

SUBTITLE A: EDUCATION

CHAPTER I: STATE BOARD OF EDUCATION

SUBCHAPTER a: PUBLIC SCHOOL RECOGNITION

PART 1

PUBLIC SCHOOLS EVALUATION, RECOGNITION AND SUPERVISION

SUBPART A: SCHOOL RECOGNITION REQUIREMENTS

Section

- 1.10 Public School Accountability Framework
- 1.20 Operational Requirements
- 1.30 Quality Assurance Reviews
- 1.40 Student Performance and School Improvement Requirements (Repealed)
- 1.50 State Assessment
- 1.60 Operational Compliance (Repealed)
- 1.70 Effective Dates of Accreditation (Repealed)
- 1.80 Academic Early Warning and Watch Lists
- 1.85 Revisions to School Improvement Plans
- 1.90 System of Rewards and Recognition
- 1.100 Waiver and Modification of State Board Rules and School Code Mandates

SUBPART B: SCHOOL GOVERNANCE

Section

- 1.210 Powers and Duties
- 1.220 Duties of Superintendent
- 1.230 Board of Education and the School Code
- 1.240 Equal Opportunities for all Students
- 1.245 Waiver of School Fees
- 1.250 District to Comply with 23 Ill. Adm. Code 170 and 180
- 1.260 Commemorative Holidays to be Observed by Public Schools
- 1.270 Book and Material Selection
- 1.280 Discipline
- 1.290 Absenteeism and Truancy Policies

SUBPART C: SCHOOL DISTRICT ADMINISTRATION

Section

- 1.310 Administrative Responsibilities
- 1.320 Duties
- 1.330 Hazardous Materials Training

SUBPART D: THE INSTRUCTIONAL PROGRAM

Section

- 1.410 Determination of the Instructional Program

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- 1.420 Basic Standards
- 1.430 Additional Criteria for Elementary Schools
- 1.440 Additional Criteria for High Schools
- 1.445 Required Course Substitute
- 1.450 Special Programs
- 1.460 Credit Earned Through Proficiency Examinations
- 1.462 Uniform Annual Consumer Education Proficiency Test
- 1.465 Ethnic School Foreign Language Credit and Program Approval
- 1.470 Adult and Continuing Education
- 1.480 Correctional Institution Educational Programs

SUBPART E: SUPPORT SERVICES

Section

- 1.510 Transportation
- 1.520 School Food Services
- 1.530 Health Services
- 1.540 Pupil Personnel Services (Repealed)

SUBPART F: STAFF CERTIFICATION REQUIREMENTS

Section

- 1.610 Public School Districts
- 1.620 Accreditation of Staff
- 1.630 Noncertificated Personnel
- 1.640 Requirements for Different Certificates
- 1.650 Transcripts of Credits
- 1.660 Records of Professional Personnel

SUBPART G: STAFF QUALIFICATIONS

Section

- 1.705 Minimum Requirements for Teachers
- 1.710 Minimum Requirements for Elementary Teachers
- 1.720 Minimum Requirements for Teachers of Middle Grades
- 1.730 Minimum Requirements for Secondary Teachers and Specified Subject Area Teachers in Grades Six (6) and Above
- 1.735 Requirements to Take Effect on July 1, 1991
- 1.736 Requirements to Take Effect on July 1, 1994
- 1.740 Standards for Reading
- 1.750 Standards for Media Services
- 1.760 Standards for Pupil Personnel Services
- 1.770 Standards for Special Education Personnel
- 1.780 Standards for Teachers in Bilingual Education Programs
- 1.781 Requirements for Bilingual Education Teachers in Grades K-12
- 1.782 Requirements for Teachers of English as a Second Language in Grades K-12
- 1.790 Substitute Teacher

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- APPENDIX A Professional Staff Certification
- APPENDIX B Certification Quick Reference Chart
- APPENDIX C Glossary of Terms
- APPENDIX D State Goals for Learning
- APPENDIX E Evaluation Criteria - Student Performance and School Improvement Determination (Repealed)
- APPENDIX F Criteria for Determination - Student Performance and School Improvement (Repealed)
- APPENDIX G Criteria for Determination - State Assessment (Repealed)

AUTHORITY: Implementing Sections 2-3.25, 2-3.25g, 2-3.43, 2-3.44, 2-3.96, 5-1, 10-17a, 10-20.14, 10-22.43a, 13A-5, 14C-8, 17-1.5, 26-13, 27-12.1, 27-13.1, 27-20.3, 27-20.4, 27-20.5, 27-22, and 27-23.3 and Article 21 and authorized by Section 2-3.6 of the School Code [105 ILCS 5/2-3.25, 2-3.25g, 2-3.43, 2-3.44, 2-3.96, 5-1, 10-17a, 10-20.14, 10-22.43a, 13A-5, 14C-8, 17-1.5, 26-13, 27-12.1, 27-13.1, 27-20.3, 27-20.4, 27-20.5, 27-22, 27-23.3, 2-3.6 and Art. 21].

SOURCE: Adopted September 21, 1977; codified at 7 Ill. Reg. 16022; amended at 9 Ill. Reg. 8608, effective May 28, 1985; amended at 9 Ill. Reg. 17766, effective November 5, 1985; emergency amendment at 10 Ill. Reg. 14314, effective August 18, 1986, for a maximum of 150 days; amended at 11 Ill. Reg. 3073, effective February 2, 1987; amended at 12 Ill. Reg. 4800, effective February 26, 1988; amended at 14 Ill. Reg. 12457, effective July 24, 1990; amended at 15 Ill. Reg. 2692, effective February 1, 1991; amended at 16 Ill. Reg. 18010, effective November 17, 1992; expedited correction at 17 Ill. Reg. 3553, effective November 17, 1992; amended at 18 Ill. Reg. 1171, effective January 10, 1994; emergency amendment at 19 Ill. Reg. 5137, effective March 17, 1995, for a maximum of 150 days; amended at 19 Ill. Reg. 6530, effective May 1, 1995; amended at 19 Ill. Reg. 11813, effective August 4, 1995; amended at 20 Ill. Reg. 6255, effective April 17, 1996; amended at 20 Ill. Reg. 15290, effective November 18, 1996; amended at 22 Ill. Reg. 22233, effective December 8, 1998; emergency amendment at 24 Ill. Reg. 6111, effective March 21, 2000, for a maximum of 150 days; amended at 24 Ill. Reg. 12985, effective August 14, 2000; amended at 25 Ill. Reg. 8159, effective June 21, 2001; amended at 25 Ill. Reg. 16083, effective NOV 28 2001.

SUBPART G: STAFF QUALIFICATIONS

Section 1.710 Minimum Requirements for Elementary Teachers

- a) Each elementary teacher shall hold a valid certificate for the grade level to be taught.
- b) Each elementary teacher shall have formal training in each basic instructional area to be taught. This regulation shall apply only to those individuals first assigned to an elementary position on or after September 1, 1978.
- c) For purposes of receiving an endorsement in self-contained general education on an elementary certificate received by splitting a special

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certificate (see Section 21-4 of the School Code [105 ILCS 5/21-4] and 23 Ill. Adm. Code 25.99(f) and Appendix C (the State Board's rules for Certification)), "formal training" means one course in each of the following areas:

- 1) Language Arts
- 2) Mathematics
- 3) Science
- 4) Social Science
- 5) Physical Education
- 6) Health
- 7) Fine Arts
- 8) General Elementary Teaching Methods
- 9) Elementary Reading Teaching Methods

(Source: Amended at 25 Ill. Reg. 15073, effective NOV 28 2001)

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1) Heading of the Part: Universal Newborn Hearing Screening Program

2) Code Citation: 89 Ill. Adm. Code 504

<u>Section Numbers:</u>	<u>Adopted Action:</u>
504.10	New
504.20	New
504.30	New
504.40	New
504.50	New
504.60	New

4) Statutory Authority: Implementing and authorized by the Hearing Screening for Newborns Act [410 ILCS 213].

5) Effective Date of Amendments: November 28, 2001

6) Does this rulemaking contain an automatic repeal date? No

7) Does this rulemaking contain incorporations by reference? No

8) A copy of the adopted amendments, including any material incorporated by reference, is on file in the agency's principal office and is available for public inspection.

9) Notice of Proposal Published in Illinois Register: 6/15/01, 25 Ill. Reg. 7428

10) Has JCER issued a Statement of Objection to these amendments? No

11) Differences between proposal and final version:

In Section 504.20, under "Early Intervention", before "defined", added "(see 89 Ill. Adm. Code 500)"; also after "(IDEA)", added (20 USC 1400 et seq.).

In Section 504.20, under "Hospital", after "Act", added "[20 ILCS 85]".

In Section 504.20, under "Medical Diagnostic Evaluation", after "an", added "otolaryngologist," and after "otologist", added ", or other qualified personnel".

In Section 504.20, added to new definitions - "Otolaryngologist" means a physician trained in the medical and surgical management and treatment of patients with diseases and disorders of the ear, nose, throat (ENT), and related structures of the head and neck." "Significant Hearing Loss" means a dysfunction of the auditory system of any type or degree that is sufficient to interfere with the acquisition of speech and language

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skills."

In Section 504.30(d)(1), after "to", added "a" and changed "professionals" to "professional".

In Section 504.40(a)(3), after "7", added "calendar".

In Section 504.40(a)(4), after ",", deleted "they" and added "the screenings".

In Section 504.60(a)(9), added "s" on "Association".

12) Have all the changes agreed upon by the agency and JCAR been made as indicated in the agreement letter issued by JCAR? Yes

13) Will this rulemaking replace an emergency rulemaking currently in effect? No

14) Are there any amendments pending on this Part? No

15) Summary and Purpose of Amendments: This rulemaking is required by new legislation, P.A. 91-0067, that requires that all hospitals performing deliveries conduct hearing screening of newborns prior to hospital discharge.

16) Information and questions regarding these adopted amendments shall be directed to:

Ms. Susan Weir, Bureau Chief
Bureau of Administrative Rules and Procedures
Department of Human Services
100 South Grand Avenue East
3rd Floor, Harris Bldg.
Springfield, Illinois 62762
(217) 785-9772

The full text of adopted amendments begins on the next page:

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TITLE 89: MENTAL HEALTH
CHAPTER IV: DEPARTMENT OF HUMAN SERVICES
SUBCHAPTER e: EARLY CHILDHOOD SERVICES

PART 504
UNIVERSAL NEWBORN HEARING SCREENING PROGRAM

Section 504.10	Newborn Hearing Screening Program Goals
504.20	Definitions
504.30	Hospital Screening
504.40	Reporting and Tracking
504.50	Access to Diagnostic Testing
504.60	Newborn Hearing Screening Advisory Committee

AUTHORITY: Implementing and authorized by the Hearing Screening for Newborns Act [410 ILCS 213].

SOURCE: Adopted at 25 Ill. Reg. 1607.9, effective NOV 28 2001.

Section 504.10 Newborn Hearing Screening Program Goals

- All infants born in Illinois will have their hearing screened.
- All newborns referred from the Illinois Newborn Hearing Screening Program will have diagnostic testing completed by three months of age.
- All infants diagnosed with significant hearing loss will receive appropriate treatment, including hearing instrumentation, and be enrolled in the Illinois Early Intervention System by six months of age.

Section 504.20 Definitions

"Audiologist" means a person licensed by the State of Illinois Department of Professional Regulation to provide audiological services.

"Auditory Brainstem Response (ABR)" means electrophysiologic measurement of the brainstem's response to the acoustic stimulation of the ear.

"Automated Auditory Brainstem Response (AABR)" means objective electrophysiologic measurement of the brainstem's response to acoustic stimulation of the ear, obtained with equipment that automatically provides a pass/refer outcome.

"DHS" means Illinois Department of Human Services.

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"Diagnostic Audiological Evaluation" means, for the purposes of this Part, the physiologic and behavioral procedures required to evaluate and diagnose hearing status.

"DPA" means Illinois Department of Public Aid.

"DPH" means Illinois Department of Public Health.

"DSCC" means the Division of Specialized Care for Children, at the University of Illinois at Chicago.

"Early Intervention" means a statewide, family-centered service system to find and help children under the age of 36 months who have disabilities or developmental delays. These infants and toddlers are eligible through the Illinois Early Intervention Services System for special Early Intervention Services (see 89 Ill. Adm. Code 500) defined in Part C of the Individuals With Disabilities Education Act (IDEA) (20 USC 1400 et seq.).

"Hospital" means, for the purposes of this Part, a facility licensed by the State of Illinois under the Hospital Licensing Act [210 ILCS 85] providing obstetrical and neonatal services. "MCH" means Maternal and Child Health.

"Medical Diagnostic Evaluation" means, for the purposes of this Part, the examination and medical procedures provided by an otolaryngologist, otologist, or other qualified personnel to evaluate otologic status.

"Otoacoustic Emissions Testing" means a specific test method that elicits a physiologic response from the outer hair cells in the cochlea, and may include Transient Evoked Otoacoustic Emissions (TEOAE) and/or Distortion Product Otoacoustic Emissions (DPOAE).

"Otolaryngologist" means a physician trained in the medical and surgical management and treatment of patients with diseases and disorders of the ear, nose, throat (ENT), and related structures of the head and neck.

"Otologist" means a physician who specializes in treatment of the ear.

"Screening" means the completion of one or more objective, physiologic, electronic tests administered to determine the infant's hearing status in each ear and the need for further diagnostic testing by an audiologist and physician. The screening shall be performed by individuals who have been appropriately trained in the procedure and instrumentation used by the hospital.

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"Significant Hearing Loss" means a dysfunction of the auditory system of any type or degree that is sufficient to interfere with the acquisition of speech and language skills.

Section 504.30 Hospital Screening

a) Population

1) All hospitals performing deliveries will provide bilateral hearing screening to infants born in their institution. In the event that a newborn does not pass, the hospital shall provide another screening (rescreening). These screenings shall be provided prior to discharge.

2) If a newborn is transferred without written documentation of a completed hearing screening, the hearing screening will be completed by the receiving hospital, prior to discharge.

3) All hospitals performing deliveries will make provisions to screen infants born in the home or other location outside the hospital when requested by the parents or the child's physician.

b) Parental Information/Consent

1) The provisions of the Act shall not apply when the newborn's parent or guardian objects in writing on the grounds that the screening conflicts with his/her religious beliefs or practices and presents a written objection to a physician or other person whose objective it is to obtain the screening.

2) All hospitals shall provide information, to the parents/guardian considering refusal, about newborn hearing screening that shall include: the purposes and benefits of newborn hearing screening, indications of hearing loss, what to do if the parent/guardian suspects a hearing loss, and procedures used for hearing screening.

c) Documentation

1) The hospital shall provide written information to all parents giving birth or transferred to its facility and to the infant's primary care provider, when identified, that includes procedures used for hearing screening, limitations of screening procedures, and results of the hearing screening.

2) In the event that an infant does not pass the screenings, the hospital shall provide written information to the parents recommending further diagnostic testing and explaining how diagnostic tests may be obtained.

3) The hospital shall maintain written documentation in the infant's clinical record. The documentation shall include: procedures used for hearing screening, time and location for the screening, individual administering the screening test, outcome of the screening, and recommendation for further testing.

d) Personnel

1) Newborn hearing screening shall be performed by an individual, including but not limited to a licensed professional, who is

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appropriately trained and supervised, according to guidance provided by the Illinois Department of Human Services.

- 2) Each hospital shall identify a liaison to the Universal Newborn Hearing Screening (UNHS) program at the Department of Human Services and at the Department of Public Health.

e) Equipment

- 1) Technology for screening as set forth in this Part must:

A) measure a physiologic response;

B) be implemented with objective response criteria;

C) use a procedure that measures the status of the peripheral auditory system and that is highly correlated with hearing status;

D) be designed for newborn hearing screening.

- 2) The methodology used should detect, at a minimum, all infants with unilateral or bilateral hearing loss greater than or equal to 35 dBHL.

- 3) The methodology used should have a false-positive rate (the proportion of infants without hearing loss who are labeled incorrectly by the screening process as having significant hearing loss) of 3% or less.

- 4) The methodology used ideally should have a false-negative rate (the proportion of infants with significant hearing loss missed by the screening program) of zero.

Section 504.40 Reporting and Tracking

- a) Hospitals shall report screening results to the Illinois Department of Public Health (IDPH).

- 1) Hospitals shall report all required data per IDPH reporting requirements and methods, including the use of IDPH forms and electronic data system at such time as it becomes available.

- 2) On a monthly basis, hospitals shall report aggregate data regarding their universal newborn hearing screening activities. The report shall include: number of live births, number of newborns screened, number of newborns passing screening, and number of newborns referred for further diagnostic testing.

- 3) In order to capture all children who may have a hearing loss, infant specific information shall be reported to IDPH within 7 calendar days after the hearing rescreening for infants who do not pass the rescreening and for those who miss the hospital screening or rescreening. The infant specific information shall include the infant's name, date of birth, mother's name and address, mother's maiden name, name and address of infant's physician, when known, and date of referral for further testing.

- 4) For those hospitals that schedule and/or perform outpatient screenings, the screenings must be completed and reported to IDPH within 30 days after the discharge of the infant.

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- b) IDPH will establish a registry of infants in need of follow-up as a result of the newborn hearing screening program. The registry will include all infants who did not pass the newborn hearing screening in the hospital and who did not file a written religious exemption.

- c) IDPH will notify the infant's physician, as indicated on the referral document. IDPH will provide written notification to both the infant's physician listed on the hospital record and the parents/guardians, within 5 business days after the receipt of the hospital report, regarding the need for follow-up for infants failing the screening.

- d) Persons who conduct any procedure necessary to complete an infant's hearing screening or diagnostic testing shall report this information to IDPH. Diagnostic testing results shall be reported within 30 days after testing.

- e) When hearing loss is confirmed, IDPH will have a procedure for referral to the Early Intervention Program, to DSCC, and to the MCH Family Case Management Agency.

- f) IDPH will notify the local perinatal follow-up agency, in writing, of infants with no reported diagnostic testing 60 days after the initial hospital report regarding the screening failure.

- g) The local perinatal follow-up agency will provide appropriate follow-up services and report results to IDPH.

Section 504.50 Access to Diagnostic Testing

- a) DSCC shall provide assistance to families of infants referred from the Universal Newborn Hearing Screening Program in order to help them obtain diagnostic testing to the extent the families wish assistance.
- b) Referrals for children potentially eligible for Early Intervention services under the Early Intervention Services System Act [325 ILCS 20] must be made upon confirmation of hearing loss.

Section 504.60 Newborn Hearing Screening Advisory Committee

- a) The Newborn Hearing Screening Advisory Committee shall consist of representatives from:

- 1) Audiologists;
- 2) Chicago Department of Public Health;
- 3) Early intervention providers;
- 4) Health insurance plans;
- 5) Illinois Department of Human Services;
- 6) Illinois Department of Public Aid;
- 7) Illinois Department of Public Health;
- 8) Parents of children with hearing loss;
- 9) Pediatric Associations;
- 10) Persons with hearing loss;
- 11) Public and private hospitals;
- 12) Division of Specialized Care for Children at the University of

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Illinois at Chicago.

b) The advisory committee shall:

- 1) Develop and conduct training for hospitals implementing newborn hearing screening.
- 2) Develop a tracking and follow-up program for diagnostic hearing testing for those infants failing hospital-based screening, in order to diagnose congenital hearing loss.
- 3) Develop a referral system to early intervention services and for hearing amplification for those infants diagnosed with hearing loss.
- 4) Develop an application process for financial assistance by the Division of Specialized Care for Children for follow-up diagnostic hearing testing of newborns failing hospital-based screening.
- 5) Develop educational and informational materials for hospital personnel, health care professionals, and parents on appropriate follow-up procedures for infants failing hospital-based screening.
- 6) Monitor any reports made available to the State with respect to the hearing screening status of all newborns.
- 7) Monitor the availability of third party reimbursement for universal hospital-based hearing screening of newborn infants.
- 8) Review administrative rules and make recommendations to the Department regarding those rules.

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1) Heading of the Part: Hospital Services

2) Code Citation: 89 Ill. Adm. Code 148

3) Section Number: 148.285
Adopted Action: Amendment

4) Statutory Authority: Section 12-13 of the Illinois Public Aid Code [305 ILCS 5/12-13]

5) Effective Date of Amendment: December 1, 2001

6) Does this amendment contain an automatic repeal date? No

7) Does this amendment contain incorporations by reference? No

8) A copy of the adopted amendment, including any material incorporated by reference, is on file in the agency's principal office and is available for public inspection.

9) Notice of Proposal Published in Illinois Register: June 22, 2001 (25 Ill. Reg. 7536)

10) Has JCARE issued a Statement of Objection to this amendment? No

11) Differences between proposal and final version:

The following text has been added at the end of subsection (1)(9)(P):

Programs that meet appropriate biomedical research, technology or programmatic development standards are those programs that help prevent, detect, diagnose, and treat disease and disability in humans by conducting research that seeks to produce new knowledge, developing or refining medical technologies, or creating, strengthening or expanding the clinical programs of academic medical centers. Moreover, such programs meet the purpose of the Excellence in Academic Medicine Act [30 ILCS 775/5]. That is, they stimulate excellence in academic medicine in Illinois for this and future generations, elevate Illinois as a national center for academic medicine and for health care innovation in the United States, and reverse the current health care trade imbalance so Illinois citizens may obtain highest quality post-tertiary care at home in Illinois.

No other substantive changes have been made to the text of the proposed amendments.

12) Have all the changes agreed upon by the agency and JCARE been made as indicated in the agreements issued by JCARE? Yes

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13) Will this amendment replace any emergency amendments currently in effect?
Yes

14) Are there any amendments pending on this Part? Yes

Section Numbers	Adopted Action	Illinois Register Citation
148.295	Amendment	October 12, 2001 (25 Ill. Reg. 12756)
148.295	Amendment	November 30, 2001 (25 Ill. Reg. 15379)
148.296	Amendment	October 12, 2001 (25 Ill. Reg. 12756)
148.296	Amendment	November 30, 2001 (25 Ill. Reg. 15379)
148.297	Amendment	November 30, 2001 (25 Ill. Reg. 15379)
148.298	Amendment	November 30, 2001 (25 Ill. Reg. 15379)
148.500	New Section	October 5, 2001 (25 Ill. Reg. 12517)
148.510	New Section	October 5, 2001 (25 Ill. Reg. 12517)
148.600	New Section	October 5, 2001 (25 Ill. Reg. 12517)
148.610	New Section	October 5, 2001 (25 Ill. Reg. 12517)
148.620	New Section	October 5, 2001 (25 Ill. Reg. 12517)
148.630	New Section	October 5, 2001 (25 Ill. Reg. 12517)
148.640	New Section	October 5, 2001 (25 Ill. Reg. 12517)
TABLE A	New Section	October 5, 2001 (25 Ill. Reg. 12517)
TABLE B	New Section	October 5, 2001 (25 Ill. Reg. 12517)
TABLE C	New Section	October 5, 2001 (25 Ill. Reg. 12517)

15) Summary and Purpose of Rulemaking:

This amendment to the Department's rules concerning hospital services pertain to the Excellence in Academic Medicine Payment Program. The changes add payment provisions for the Independent Academic Medical Center Hospital, which provides graduate medical education for inpatient admissions. The proposed rulemaking defines "Independent Academic Medical Center Hospital" as, specifically, the primary teaching hospital for the University of Illinois College of Medicine located in Urbana, Illinois. This facility category is included with hospitals eligible for payments under the Excellent in Academic Medicine Act [30 ILCS 775]. These changes comply with Public Act 92-0010 and the intent of the 92nd General Assembly.

Payments for excellence in academic medicine are made to certain hospitals that provide innovative medical research, technology and programmatic development standards. A wide range of areas of medical specialization applicable to such innovative work is identified in Section 148.285(1)(9). The purpose of this funding is to provide support for continuing efforts to enhance access to medical services at high quality medical centers for Medicaid eligible individuals.

The changes also add payment limitations as described in statute at new subsection (k), as well as several clarifications on payment rate periods, eligible hospitals and qualified program categories.

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16) Information and questions regarding this adopted amendment shall be directed to:

Joanne Jones
Office of the General Counsel, Rules Section
Illinois Department of Public Aid
201 South Grand Avenue East, Third Floor
Springfield, Illinois 62763-0002
(217) 524-0081

The full text of the adopted amendment begins on the next page:

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TITLE 89: SOCIAL SERVICES
CHAPTER I: DEPARTMENT OF PUBLIC AID
SUBCHAPTER d: MEDICAL PROGRAMS

PART 148
HOSPITAL SERVICES

Section	Hospital Services
148.10	Participation
148.20	Definitions and Applicability
148.25	General Requirements
148.30	Special Requirements
148.40	Covered Hospital Services
148.50	Services Not Covered as Hospital Services
148.60	Limitation On Hospital Services
148.70	Organ Transplants Services Covered Under Medicaid (Repealed)
148.80	Organ Transplant Services
148.82	Heart Transplants (Repealed)
148.90	Liver Transplants (Repealed)
148.100	Bone Marrow Transplants (Repealed)
148.110	Disproportionate Share Hospital (DSH) Adjustments
148.120	Outlier Adjustments for Exceptionally Costly Stays
148.130	Hospital Outpatient and Clinic Services
148.140	Public Law 103-66 Requirements
148.150	Payment Methodology for County-Owned Hospitals in an Illinois County with a Population of Over Three Million
148.160	Payment Methodology for Hospitals Organized Under the University of Illinois Hospital Act
148.170	Supplemental Disproportionate Share Payment Methodology for Hospitals Organized Under the Town Hospital Act
148.175	Payment for Pre-operative Days, Patient Specific Orders, and Services Which Can Be Performed in an Outpatient Setting
148.180	Copayments
148.190	Alternate Reimbursement Systems
148.200	Filing Cost Reports
148.210	Pre September 1, 1991 Admissions
148.220	Admissions Occurring on or after September 1, 1991
148.230	Utilization Review and Furnishing of Inpatient Hospital Services Directly or Under Arrangements
148.240	Determination of Alternate Payment Rates to Certain Exempt Hospitals
148.250	Calculation and Definitions of Inpatient Per Diem Rates
148.260	Determination of Alternate Cost Per Diem Rates for All Hospitals;
148.270	Payment Rates for Certain Exempt Hospital Units; and Payment Rates for Certain Other Hospitals
148.280	Reimbursement Methodologies for Children's Hospitals and Hospitals Reimbursed Under Special Arrangements
148.285	Excellence in Academic Medicine Payments

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148.290	Adjustments and Reductions to Total Payments
148.295	Critical Hospital Adjustment Payments (CHAP)
148.296	Tertiary Care Adjustment Payments
148.297	Pediatric Outpatient Adjustment Payments
148.298	Pediatric Inpatient Adjustment Payments
148.300	Payment
148.310	Review Procedure
148.320	Alternatives
148.330	Exemptions
148.340	Subacute Alcoholism and Substance Abuse Treatment Services
148.350	Definitions (Repealed)
148.360	Types of Subacute Alcoholism and Substance Abuse Treatment Services (Repealed)
148.368	Volume Adjustment (Repealed)
148.370	Payment for Subacute Alcoholism and Substance Abuse Treatment Services
148.380	Rate Appeals for Subacute Alcoholism and Substance Abuse Treatment Services (Repealed)
148.390	Hearings
148.400	Special Hospital Reporting Requirements

AUTHORITY: Implementing and authorized by Articles III, IV, V, VI, and Section 12-13 of the Illinois Public Aid Code [305 ILCS 5/Arts. III, IV, V, VI and 12-13].

SOURCE: Sections 148.10 thru 148.390 recodified from 89 Ill. Adm. Code 140.94 thru 140.398 at 13 Ill. Reg. 9572; Section 148.120 recodified from 89 Ill. Adm. Code 140.110 at 13 Ill. Reg. 12118; amended at 14 Ill. Reg. 2553, effective February 9, 1990; emergency amendment at 14 Ill. Reg. 11392, effective July 1, 1990, for a maximum of 150 days; amended at 14 Ill. Reg. 15358, effective September 13, 1990; amended at 14 Ill. Reg. 16998, effective October 4, 1990; amended at 14 Ill. Reg. 18293, effective October 30, 1990; amended at 14 Ill. Reg. 18499, effective November 8, 1990; emergency amendment at 15 Ill. Reg. 10502, effective July 1, 1991, for a maximum of 150 days; emergency expired August 9, 1991, for a maximum of 150 days; emergency expired January 6, 1992; emergency amendment at 15 Ill. Reg. 16166, effective November 1, 1991, for a maximum of 150 days; amended at 15 Ill. Reg. 18684, effective December 23, 1991; amended at 16 Ill. Reg. 6255, effective March 27, 1992; emergency amendment at 16 Ill. Reg. 11335, effective June 30, 1992, for a maximum of 150 days; emergency expired November 27, 1992; emergency amendment at 16 Ill. Reg. 11442, effective July 10, 1992, for a maximum of 150 days; emergency amendment at 16 Ill. Reg. 14778, effective October 1, 1992, for a maximum of 150 days; amended at 16 Ill. Reg. 19873, effective December 7, 1992; amended at 17 Ill. Reg. 131, effective December 21, 1992; amended at 17 Ill. Reg. 3296, effective March 1, 1993; amended at 17 Ill. Reg. 6649, effective April 21, 1993; amended at 17 Ill. Reg. 14643, effective August 30, 1993; emergency amendment at 17 Ill. Reg. 17323, effective October 1, 1993, for a maximum of 150 days; amended

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at 18 Ill. Reg. 3450, effective February 28, 1994; emergency amendment at 18 Ill. Reg. 12853, effective August 2, 1994, for a maximum of 150 days; amended at 18 Ill. Reg. 14117, effective September 1, 1994; amended at 18 Ill. Reg. 17648, effective November 29, 1994; amended at 19 Ill. Reg. 1067, effective January 20, 1995; emergency amendment at 19 Ill. Reg. 3510, effective March 1, 1995, for a maximum of 150 days; emergency expired July 29, 1995; emergency amendment at 19 Ill. Reg. 6709, effective May 12, 1995, for a maximum of 150 days; amended at 19 Ill. Reg. 10060, effective June 29, 1995; emergency amendment at 19 Ill. Reg. 10752, effective July 1, 1995, for a maximum of 150 days; amended at 19 Ill. Reg. 13009, effective September 5, 1995; amended at 19 Ill. Reg. 16630, effective November 28, 1995; amended at 20 Ill. Reg. 872, effective December 29, 1995; amended at 20 Ill. Reg. 7912, effective May 31, 1996; emergency amendment at 20 Ill. Reg. 9281, effective July 1, 1996, for a maximum of 150 days; emergency amendment at 20 Ill. Reg. 12510, effective September 1, 1996, for a maximum of 150 days; amended at 20 Ill. Reg. 15722, effective November 27, 1996; amended at 20 Ill. Reg. 15722, effective November 27, 1996; amended at 21 Ill. Reg. 607, effective January 2, 1997; amended at 21 Ill. Reg. 8386, effective June 23, 1997; emergency amendment at 21 Ill. Reg. 9552, effective July 1, 1997, for a maximum of 150 days; emergency amendment at 21 Ill. Reg. 9822, effective July 2, 1997, for a maximum of 150 days; emergency amendment at 21 Ill. Reg. 10147, effective August 1, 1997, for a maximum of 150 days; amended at 21 Ill. Reg. 13349, effective September 23, 1997; emergency amendment at 21 Ill. Reg. 13675, effective September 27, 1997, for a maximum of 150 days; amended at 21 Ill. Reg. 16161, effective November 26, 1997; amended at 22 Ill. Reg. 1408, effective December 29, 1997; amended at 22 Ill. Reg. 3083, effective January 26, 1998; amended at 22 Ill. Reg. 11514, effective June 22, 1998; emergency amendment at 22 Ill. Reg. 13070, effective July 1, 1998, for a maximum of 150 days; emergency amendment at 22 Ill. Reg. 15027, effective August 1, 1998, for a maximum of 150 days; amended at 22 Ill. Reg. 16273, effective August 28, 1998; amended at 22 Ill. Reg. 21490, effective November 25, 1998; amended at 23 Ill. Reg. 5784, effective April 30, 1999; amended at 23 Ill. Reg. 7115, effective June 1, 1999; amended at 23 Ill. Reg. 7908, effective June 30, 1999; emergency amendment at 23 Ill. Reg. 8213, effective July 1, 1999, for a maximum of 150 days; emergency amendment at 23 Ill. Reg. 12772, effective October 1, 1999, for a maximum of 150 days; amended at 23 Ill. Reg. 13621, effective November 1, 1999; amended at 24 Ill. Reg. 2400, effective February 1, 2000; amended at 24 Ill. Reg. 3845, effective February 25, 2000; emergency amendment at 24 Ill. Reg. 10386, effective July 1, 2000, for a maximum of 150 days; amended at 24 Ill. Reg. 11846, effective August 1, 2000; amended at 24 Ill. Reg. 16067, effective October 16, 2000; amended at 24 Ill. Reg. 17146, effective November 1, 2000; amended at 24 Ill. Reg. 18293, effective December 1, 2000; amended at 24 Ill. Reg. 18320, effective December 1, 2000; emergency amendment at 24 Ill. Reg. 19344, effective December 15, 2000, for a maximum of 150 days; amended at 25 Ill. Reg. 5359, effective April 1, 2001; emergency amendment at 25 Ill. Reg. 5432, effective April 1, 2001, for a maximum of 150 days; amended at 25 Ill. Reg. 6959, effective June 1, 2001; emergency amendment at 25 Ill. Reg. 9974, effective July 23, 2001, for a maximum of 150 days; amended at 25 Ill. Reg. 10513, effective August 2, 2001;

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emergency amendment at 25 Ill. Reg. 12870, effective October 1, 2001, for a maximum of 150 days; amended at 25 Ill. Reg. 16087, effective DEC 01 2001.

Section 148.285 Excellence in Academic Medicine Payments

Payments in accordance with Public Act 09-506, payments for Qualified Academic Medical Center Hospitals certain hospitals providing graduate medical education shall be made for inpatient admissions occurring on or after July 1, 1996, and for Independent Academic Medical Center Hospitals providing graduate medical education shall be made for inpatient admissions occurring on or after July 1, 2001, as follows:

a) Subject to the availability of funds from the accounts within the Medical Research and Development Fund as defined in Public Act 09-506, including any federal financial participation reimbursed for payments under this subsection (a), payments shall be made to hospitals under the following criteria:

1) Each Qualified Chicago Metropolitan Statistical Area Academic Medical Center Hospital shall receive a percentage of the amount available from the National Institutes of Health Account, equal to that hospital's percentage of the total contracts and grants from the National Institutes of Health awarded to Qualified Chicago Metropolitan Statistical Area Academic Medical Center Hospitals and their affiliated medical schools during the preceding calendar year as reported to the Department.

2) Each Qualified Chicago Metropolitan Statistical Area Academic Medical Center Hospital shall receive payment from the Philanthropic Medical Research Account equal to 25 percent of all funded grants (other than grants funded by the State of Illinois or the National Institutes of Health) for biomedical research, technology, or programmatic development received by the Qualified Chicago Metropolitan Statistical Area Academic Medical Center Hospital during the preceding calendar year as reported to the Department.

3) Each Qualified Chicago Metropolitan Statistical Area Academic Medical Center Hospital shall receive payment from the Market Medical Research Account equal to 20 percent of the funding for the project, if, based upon submission of information to the Department, the hospital:

A) contributes 40 percent of the funding, that is at least \$100,000, for a biomedical research or technology project or a programmatic development project, and

B) obtains contributions from the private sector equal to 40 percent of the funding for the project.

b) No hospital receiving payments from the Medical Research and Development Fund shall receive more than 20 percent of the total amount appropriated to the Fund, except that total payments from the Fund to the primary teaching hospitals affiliated with the Southern

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Illinois University School of Medicine in Springfield, considered as a single entity, may not exceed the product of:

- 1) One-sixth of the total amount available for distribution from the Medical Research and Development Fund, and
 - 2) The quotient of the National Institutes of Health grants or contracts awarded to the Southern Illinois University School of Medicine in Springfield and its affiliated primary teaching hospitals in the previous calendar year divided by \$8,000,000.
- c) The Southern Illinois University School of Medicine in Springfield, its affiliated primary teaching hospitals located in Springfield, considered as a single entity, shall be deemed to be a Qualified Chicago Metropolitan Statistical Area Academic Medical Center Hospital for the purposes of calculating subsections (a) and (b) of this Section. Payments under subsections (a) and (b) of this Section made to the Southern Illinois University School of Medicine in Springfield and its affiliated primary teaching hospitals located in Springfield shall be made to, and divided equally between, the primary teaching hospitals in Springfield.

d) Subject to the availability of funds from the Post-Tertiary Clinical Services Fund, including any federal financial participation reimbursed for payments under this subsection (d), payments shall be made to Qualified Academic Medical Center Hospitals for up to three Qualified Programs in any given year as reported to the Department. Qualified Academic Medical Center Hospitals may receive continued funding for previously funded Qualified Programs rather than receive funding for a new program so long as the number of Qualified Programs receiving funding does not exceed three. Each hospital receiving payments under this subsection (d) shall receive an equal percentage of the Post-Tertiary Clinical Services Fund to be used in the funding of Qualified Programs.

e) Subject to the availability of funds from the Independent Academic Medical Center Fund, including any federal financial participation reimbursed for payments under this subsection (e), payments shall be made to Independent Academic Medical Center Hospitals.

f) Payments from both funds under this Section are made to cover the direct costs associated with providing Medicaid services and shall be made directly to the Qualified Academic Medical Center Hospitals or Independent Academic Medical Center Hospitals due the funds, except any funds due to any primary teaching hospital for the University of Illinois School of Medicine at Rockford and the University of Illinois School of Medicine at Peoria shall be paid to the University of Illinois at Chicago Medical Center Hospital, which shall be bound to expend the funds on its affiliated hospitals due the funds.

g) No Academic Medical Center Hospital shall be eligible for payments from the Medical Research and Development Fund unless the Academic Medical Center Hospital, in connection with its affiliated medical school, received at least \$8,000,000 in the preceding calendar year in grants or contracts from the National Institutes of Health, except

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that this restriction does not apply to the entity specified in subsection (c) of this Section above.

hg) The rate period for payments made under this Section shall be the 12 month period beginning July 1, 1996, for Qualified Academic Medical Center Hospitals, and July 1, 2001, for Independent Academic Medical Center Hospitals. A qualifying hospital's total annual payments from each fund and account described in this Section shall be divided into four equal payments and be made by the later of:

- 1) the fifteenth working day after July 1, October 1, January 1, and March April 1, or
- 2) the fifteenth working day after the Department's receipt of reporting information required under subsection (j) of this Section (i)-below.

ih) Payments made under this Section are for inpatient Medicaid services provided in the 12 month period preceding the rate period.

ji) Qualified Academic Medical Center Hospitals initially identified by the Department as qualifying under any payment criteria of this Section must complete and return a survey, developed by the Department, attesting to information required to calculate payments under this Section. The Department will mail the survey at least 21 days prior to its due date. Failure to complete and submit required information by the due dates established by the Department will result in forfeiture of payments under this Section.

k) If a hospital is eligible for funds from the Independent Academic Medical Center Fund, that hospital shall not receive funds from the Medical Research and Development Fund or the Post-Tertiary Clinical Services Fund. If a hospital receives funds from the Medical Research and Development Fund or the Post-Tertiary Clinical Services Fund, that hospital is ineligible to receive funds from the Independent Academic Medical Center Fund.

lj) Definitions

As used in this Section, unless the context requires otherwise:

- 1) "Academic Medical Center Hospital" means a hospital located in Illinois which is either under common ownership with the college of medicine of a college or university, or a free-standing hospital in which the majority of the clinical chiefs of service are department chairmen in an affiliated medical school.
- 2) "Academic Medical Center Children's Hospital" means a children's hospital which is separately incorporated and non-integrated into the Academic Medical Center Hospital, but which is the pediatric partner for an Academic Medical Center Hospital and serves as the primary teaching hospital for pediatrics for its affiliated medical school. Children's hospitals which are separately incorporated, but integrated into the Academic Medical Center Hospital, are considered part of the Academic Medical Center Hospital.
- 3) "Chicago Metropolitan Statistical Area Academic Medical Center Hospital" means an Academic Medical Center Hospital located in

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- the Chicago Metropolitan Statistical Area.
- 4) "Non-Chicago Metropolitan Statistical Area Academic Medical Center Hospital" means an Academic Medical Center Hospital located outside the Chicago Metropolitan Statistical Area.
 - 5) "Qualified Chicago Metropolitan Statistical Area Academic Medical Center Hospital" means any Chicago Metropolitan Statistical Area Academic Medical Center Hospital that either directly or in connection with its affiliated medical school receives in excess of \$8,000,000 in grants or contracts from the National Institutes of Health during the calendar year preceding the beginning of the State fiscal year, except for the purposes of subsection (c) of this Section.
 - 6) "Qualified Non-Chicago Metropolitan Statistical Area Academic Medical Center Hospital" means the primary teaching hospital of the University of Illinois School of Medicine at Peoria, the primary teaching hospital for the University of Illinois School of Medicine at Rockford and the primary teaching hospitals for Southern Illinois University School of Medicine in Springfield.
 - 7) "Qualified Academic Medical Center Hospital" means a Qualified Chicago Metropolitan Statistical Area Academic Medical Center Hospital, a Qualified Non-Chicago Metropolitan Statistical Area Academic Medical Center Hospital or an Academic Medical Center Children's Hospital.
 - 8) "Independent Academic Medical Center Hospital" means the primary teaching hospital for the University of Illinois College of Medicine that is located in Urbana.

90) "Qualified Program" includes:

- A) Thoracic transplantation: heart and lung, in particular,
- B) Cancer: particularly biologic modifiers of tumor response, and mechanisms of drug resistance in cancer therapy,
- C) Shock/Burn: development of biological alternatives to skin for grafting in burn injury, and research in mechanisms of shock and tissue injury in severe injury,
- D) Abdominal transplantation: kidney, liver, pancreas, and development of islet cell and small bowel transplantation technologies,
- E) Minimally invasive surgery: particularly laparoscopic surgery,
- F) High performance medical computing: telemedicine and teleradiology,
- G) Transmyocardial laser revascularization: a laser creates holes in heart muscles to allow new blood flow,
- H) PET scanning: viewing how organs function (CT and MRI only allow viewing of the structure of an organ),
- I) Strokes in the African-American community: particularly risk factors for cerebral vascular accident (strokes) in the African-American community at much higher risk than the general population,

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- J) Neurosurgery: particularly focusing on interventional neuroradiology,
- K) Comprehensive eye center: including further development in pediatric eye trauma,
- L) Cancers: particularly melanoma, head and neck,
- M) Pediatric cancer,
- N) Invasive pediatric cardiology, and
- O) Pediatric organ transplantation: transplantation of solid organs and marrow and other stem cells, and-
- P) Such other programs as may be identified by the Department and the Qualified Academic Medical Center Hospital, and approved by the Department, for those programs that meet appropriate biomedical research, technology, or programmatic development standards. Programs that meet appropriate biomedical research, technology or programmatic development standards are those programs that help prevent, detect, diagnose, and treat disease and disability in humans by conducting research that seeks to produce new knowledge, developing or refining medical technologies, or creating, strengthening or expanding the clinical programs of academic medical centers. Moreover, such programs meet the purpose of the Excellence in Academic Medicine Act [30 ILCS 775/5]. That is, they stimulate excellence in academic medicine in Illinois for this and future generations, elevate Illinois as a national center for academic medicine and for health care innovation in the United States, and reverse the current health care trade imbalance so Illinois citizens may obtain highest quality post-tertiary care at home in Illinois.

(Source: Amended at 25 Ill. Reg. 16087, effective DEC 01 2001)

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1) Heading of the Part: Medical Assistance Programs2) Code Citation: 89 Ill. Adm. Code 1203) Section Numbers:
120.399 Adopted Action:
120.510 Amendment
New Section4) Statutory Authority: Section 12-13 of the Illinois Public Aid Code [305 ILCS 5/12-13]5) Effective Date of Rulemaking: December 1, 20016) Does this rulemaking contain an automatic repeal date? No7) Does this rulemaking contain incorporations by reference? No

8) A copy of the adopted amendments, including any material incorporated by reference, is on file in the agency's principal office and is available for public inspection.

9) Notice of Proposal Published in Illinois Register:
August 24, 2001 (25 Ill. Reg. 10658)10) Has JCAR issued a Statement of Objection to these amendments? No11) Differences between proposal and final version: Section 120.510(g) has been revised by deleting, ", except that the \$25 exemption specified in Section 120.335(a)(1) shall not be allowed".

In Section 120.510(i)(1) and (2), all of the text has been deleted. New text has been added to subsection (i) that reads, "The Department shall exempt earned income as provided in Section 120.362(a) and (b)(1). In addition, work related expenses that are allowed as deductions for AABD MANG as described in Section 120.370 shall be deducted."

Section 120.510(j)(1) and (j)(1)(A) have been revised to read, "Individuals can apply by completing an application provided by the Department and submitting it to an address specified by the Department." Section 120.510 (j)(1)(B) has been deleted.

No other substantive changes have been made in the text of the proposed amendments.

12) Have all the changes agreed upon by the agency and JCAR been made as indicated in the agreements issued by JCAR? Yes13) Will this rulemaking replace an emergency rulemaking currently in effect?

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No

14) Are there any amendments pending on this Part? Yes

Section Number Proposed Action Illinois Register Citation
120.500 Amendment August 17, 2001 (25 Ill. Reg. 10304)

15) Summary and Purpose of Rulemaking:

This new rulemaking implements a medical assistance program for certain employed persons with disabilities in accordance with the federal Ticket to Work and Work Incentives Improvement Act and Public Act 91-712. This new program, Health Benefits for Workers with Disabilities (HBWD), will allow persons with disabilities who return to work or whose earnings increase, and who would otherwise lose medical assistance, to pay premiums and thereby buy-in for coverage under the Department's medical assistance program. The income limit for participants in HBWD is set at 200 percent of the Federal Poverty Level.

The provisions concerning HBWD describe eligibility criteria, income considerations and asset exemptions, the application process, authorization of medical assistance coverage, employment requirements and premium amount determinations. Eligible persons must be 16 through 64 years of age. Cost sharing charges (premiums) will be imposed, as allowed under federal law, on a sliding scale according to the gross unearned income and countable earned income of each participant. The medical coverage provided for eligible persons under HBWD will be the same as benefits provided to all other persons covered under medical assistance. Additionally, changes at Section 120.399 regarding frequency of redeterminations of eligibility align the rules with federal policy and current practice. Companion amendments, which provide for an appeal process concerning the determination of premium amounts imposed under HBWD, are found at 89 Ill. Adm. Code 102.80.

16) Information and questions regarding these adopted amendments shall be directed to:

Joanne Jones
Office of the General Counsel, Rules Section
Illinois Department of Public Aid
201 South Grand Avenue East, Third Floor
Springfield, Illinois 62763-0002
(217) 524-0081

The full text of the adopted amendments begins on the next page:

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TITLE 89: SOCIAL SERVICES
CHAPTER I: DEPARTMENT OF PUBLIC AID
SUBCHAPTER b: ASSISTANCE PROGRAMS

PART 120

MEDICAL ASSISTANCE PROGRAMS

SUBPART A: GENERAL PROVISIONS

Section
120.1 Incorporation By Reference

SUBPART B: ASSISTANCE STANDARDS

Section
120.10 Eligibility For Medical Assistance
120.11 MANG(P) Eligibility
120.12 Healthy Start - Medicaid Presumptive Eligibility Program For Pregnant Women
120.20 MANG(AABD) Income Standard
120.30 MANG(C) Income Standard
120.31 MANG(P) Income Standard
120.40 Exceptions To Use Of MANG Income Standard
120.50 AMI Income Standard (Repealed)

SUBPART C: FINANCIAL ELIGIBILITY DETERMINATION

Section
120.60 Cases Other Than Long Term Care, Pregnant Women and Certain Children
120.61 Cases in Intermediate Care, Skilled Nursing Care and DMHDD - MANG(AABD) and All Other Licensed Medical Facilities
120.62 Department of Mental Health and Developmental Disabilities (DMHDD) Approved Home and Community Based Residential Settings Under 89 Ill. Adm. Code 140.643
120.63 Department of Mental Health and Developmental Disabilities (DMHDD) Approved Home and Community Based Residential Settings
120.64 MANG(P) Cases
120.65 Department of Mental Health and Developmental Disabilities (DMHDD) Licensed Community - Integrated Living Arrangements

SUBPART D: SUPPLEMENTARY MEDICAL INSURANCE

Section
120.70 Supplementary Medical Insurance Benefits (SMIB) Buy-In Program
120.72 Eligibility for Medicare Cost Sharing as a Qualified Medicare Beneficiary (QMB)
120.73 Eligibility for Medicaid Payment of Medicare Part B Premiums as a Specified Low-Income Medicare Beneficiary (SLIB)

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120.74 Qualified Medicare Beneficiary (QMB) Income Standard
120.75 Specified Low-Income Medicare Beneficiary (SLIB) Income Standards
120.76 Hospital Insurance Benefits (HIB)

SUBPART E: RECIPIENT RESTRICTION PROGRAM

Section
120.80 Recipient Restriction Program

SUBPART F: MIGRANT MEDICAL PROGRAM

Section
120.90 Migrant Medical Program (Repealed)
120.91 Income Standards (Repealed)

SUBPART G: AID TO THE MEDICALLY INDIGENT

Section
120.200 Elimination of Aid to The Medically Indigent
120.208 Client Cooperation (Repealed)
120.210 Citizenship (Repealed)
120.211 Residence (Repealed)
120.212 Age (Repealed)
120.215 Relationship (Repealed)
120.216 Living Arrangement (Repealed)
120.217 Supplemental Payments (Repealed)
120.218 Institutional Status (Repealed)
120.224 Foster Care Program (Repealed)
120.225 Social Security Numbers (Repealed)
120.230 Unearned Income (Repealed)
120.235 Exempt Unearned Income (Repealed)
120.236 Education Benefits (Repealed)
120.240 Unearned Income In-Kind (Repealed)
120.245 Earmarked Income (Repealed)
120.250 Lump Sum Payments and Income Tax Refunds (Repealed)
120.255 Protected Income (Repealed)
120.260 Earned Income (Repealed)
120.261 Budgeting Earned Income (Repealed)
120.262 Exempt Earned Income (Repealed)
120.270 Recognized Employment Expenses (Repealed)
120.271 Income From Work/Study/Training Program (Repealed)
120.272 Earned Income From Self-Employment (Repealed)
120.273 Earned Income From Roomer and Boarder (Repealed)
120.275 Earned Income In-Kind (Repealed)
120.276 Payments from the Illinois Department of Children and Family Services (Repealed)
120.280 Assets (Repealed)
120.281 Exempt Assets (Repealed)

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120.282 Asset Disregards (Repealed)
 120.283 Deferral of Consideration of Assets (Repealed)
 120.284 Spend-down of Assets (AMI) (Repealed)
 120.285 Property Transfers (Repealed)
 120.290 Persons Who May Be Included in the Assistance Unit (Repealed)
 120.295 Payment Levels for AMI (Repealed)

SUBPART H: MEDICAL ASSISTANCE - NO GRANT

Section
 120.308 Client Cooperation
 120.309 Caretaker Relative
 120.310 Citizenship
 120.311 Residence
 120.312 Age
 120.313 Blind
 120.314 Disabled
 120.315 Relationship
 120.316 Living Arrangements
 120.317 Supplemental Payments
 120.318 Institutional Status
 120.319 Assignment of Rights to Medical Support and Collection of Payment
 120.320 Cooperation in Establishing Paternity and Obtaining Medical Support
 120.321 Good Cause for Failure to Cooperate in Establishing Paternity and Obtaining Medical Support

120.322 Proof of Good Cause for Failure to Cooperate in Establishing Paternity and Obtaining Medical Support
 120.323 Suspension of Paternity Establishment and Obtaining Medical Support Upon Finding Good Cause
 120.324 Health Insurance Premium Payment (HIPP) Program
 120.325 Health Insurance Premium Payment (HIPP) Pilot Program
 120.326 Foster Care Program
 120.327 Social Security Numbers
 120.330 Unearned Income
 120.332 Budgeting Unearned Income
 120.335 Exempt Unearned Income
 120.336 Education Benefits
 120.338 Incentive Allowance
 120.340 Unearned Income In-Kind
 120.342 Court Ordered Child Support Payments of Parent/Step-Parent
 120.345 Earmarked Income
 120.346 Medicaid Qualifying Trusts
 120.347 Treatment of Trusts
 120.350 Lump Sum Payments and Income Tax Refunds
 120.355 Protected Income
 120.360 Earned Income
 120.361 Budgeting Earned Income
 120.362 Exempt Earned Income

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120.363 Earned Income Disregard - MANG(C)
 120.364 Earned Income Exemption
 120.366 Exclusion From Earned Income Exemption
 120.370 Recognized Employment Expenses
 120.371 Income From Work/Study/Training Programs
 120.372 Earned Income From Self-Employment
 120.373 Earned Income From Roomer and Boarder
 120.375 Earned Income In Kind
 120.376 Payments from the Illinois Department of Children and Family Services
 120.379 Provisions for the Prevention of Spousal Impoverishment
 120.380 Assets
 120.381 Exempt Assets
 120.382 Asset Disregard
 120.383 Deferral of Consideration of Assets
 120.384 Spend-down of Assets (AABD MANG)
 120.385 Property Transfers for Applications Filed Prior to October 1, 1989 (Repealed)

120.386 Property Transfers Occurring On or Before August 10, 1993
 120.387 Property Transfers Occurring On or After August 11, 1993
 120.390 Persons Who May Be Included In the Assistance Unit
 120.391 Individuals Under Age 18 Who Do Not Qualify For AFDC/AFDC-MANG and Children Born October 1, 1983, or Later
 120.392 Pregnant Women Who Would Not Be Eligible For AFDC/AFDC-MANG If The Child Were Already Born Or Who Do Not Qualify As Mandatory Categorically Needy
 120.393 Pregnant Women and Children Under Age Eight Years Who Do Not Qualify As Mandatory Categorically Needy Demonstration Project
 120.395 Payment Levels for MANG (Repealed)
 120.399 Redetermination of Eligibility
 120.400 Twelve Month Eligibility for Persons under Age 19

SUBPART I: SPECIAL PROGRAMS

120.510 Health Benefits for Workers with Disabilities

TABLE A Value of a Life Estate and Remainder Interest
 TABLE B Life Expectancy

AUTHORITY: Implementing Articles III, IV, V and VI and authorized by Section 12-13 of the Illinois Public Aid Code [305 ILCS 5/Arts. III, IV, V and VI and 12-13].

SOURCE: Filed effective December 30, 1977; peremptory amendment at 2 Ill. Reg. 17, p. 117, effective February 1, 1978; amended at 2 Ill. Reg. 31, p. 134, effective August 5, 1978; emergency amendment at 2 Ill. Reg. 37, p. 4, effective August 30, 1978, for a maximum of 150 days; peremptory amendment at 2 Ill. Reg. 46, p. 44, effective November 1, 1978; peremptory amendment at 2 Ill. Reg. 46, p. 56, effective November 1, 1978; emergency amendment at 3 Ill. Reg.

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16, p. 41, effective April 9, 1979, for a maximum of 150 days; emergency amendment at 3 Ill. Reg. 28, p. 182, effective July 1, 1979, for a maximum of 150 days; amended at 3 Ill. Reg. 33, p. 399, effective August 18, 1979; amended at 3 Ill. Reg. 33, p. 415, effective August 18, 1979; amended at 3 Ill. Reg. 38, p. 243, effective September 21, 1979; peremptory amendment at 3 Ill. Reg. 38, p. 321, effective September 7, 1979; amended at 3 Ill. Reg. 40, p. 140, effective October 6, 1979; amended at 3 Ill. Reg. 46, p. 36, effective November 2, 1979; amended at 3 Ill. Reg. 47, p. 96, effective November 13, 1979; amended at 3 Ill. Reg. 48, p. 1, effective November 15, 1979; peremptory amendment at 4 Ill. Reg. 9, p. 259, effective February 22, 1980; amended at 4 Ill. Reg. 10, p. 258, effective February 25, 1980; amended at 4 Ill. Reg. 12, p. 551, effective March 10, 1980; amended at 4 Ill. Reg. 27, p. 387, effective June 24, 1980; emergency amendment at 4 Ill. Reg. 29, p. 294, effective July 8, 1980, for a maximum of 150 days; amended at 4 Ill. Reg. 37, p. 797, effective September 2, 1980; amended at 4 Ill. Reg. 37, p. 800, effective September 2, 1980; amended at 4 Ill. Reg. 45, p. 134, effective October 27, 1980; amended at 5 Ill. Reg. 766, effective January 2, 1981; amended at 5 Ill. Reg. 1134, effective January 26, 1981; peremptory amendment at 5 Ill. Reg. 5722, effective June 1, 1981; amended at 5 Ill. Reg. 7071, effective June 23, 1981; amended at 5 Ill. Reg. 7104, effective June 23, 1981; amended at 5 Ill. Reg. 8041, effective July 27, 1981; amended at 5 Ill. Reg. 8052, effective July 24, 1981; peremptory amendment at 5 Ill. Reg. 8106, effective August 1, 1981; peremptory amendment at 5 Ill. Reg. 10062, effective October 1, 1981; peremptory amendment at 5 Ill. Reg. 10079, effective October 1, 1981; peremptory amendment at 5 Ill. Reg. 10095, effective October 1, 1981; peremptory amendment at 5 Ill. Reg. 10113, effective October 1, 1981; peremptory amendment at 5 Ill. Reg. 10124, effective October 1, 1981; peremptory amendment at 5 Ill. Reg. 10131, effective October 1, 1981; amended at 5 Ill. Reg. 10730, effective October 1, 1981; amended at 5 Ill. Reg. 10733, effective October 1, 1981; amended at 5 Ill. Reg. 10760, effective October 1, 1981; amended at 5 Ill. Reg. 10767, effective October 1, 1981; peremptory amendment at 5 Ill. Reg. 11647, effective October 16, 1981; peremptory amendment at 6 Ill. Reg. 611, effective January 1, 1982; amended at 6 Ill. Reg. 1216, effective March 1, 1982, for a maximum of 150 days; peremptory amendment at 6 Ill. Reg. 2452, effective February 11, 1982; peremptory amendment at 6 Ill. Reg. 6475, effective May 18, 1982; peremptory amendment at 6 Ill. Reg. 6912, effective May 20, 1982; emergency amendment at 6 Ill. Reg. 7299, effective June 2, 1982, for a maximum of 150 days; amended at 6 Ill. Reg. 8115, effective July 1, 1982; amended at 6 Ill. Reg. 8142, effective July 1, 1982; amended at 6 Ill. Reg. 8159, effective July 1, 1982; amended at 6 Ill. Reg. 10970, effective August 26, 1982; amended at 6 Ill. Reg. 11921, effective September 21, 1982; amended at 6 Ill. Reg. 12293, effective October 1, 1982; amended at 6 Ill. Reg. 12318, effective October 1, 1982; amended at 6 Ill. Reg. 13754, effective November 1, 1982; amended at 7 Ill. Reg. 394, effective January 1, 1983; codified at 7 Ill. Reg. 6082; amended at 7 Ill. Reg. 8256, effective July 1, 1983; amended at 7 Ill. Reg. 8264, effective July 5, 1983; amended (by adding Section being codified with no substantive change) at 7 Ill. Reg. 14747; amended (by adding Sections being codified with no substantive

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change) at 7 Ill. Reg. 16108; amended at 8 Ill. Reg. 5253, effective April 9, 1984; amended at 8 Ill. Reg. 6770, effective April 27, 1984; amended at 8 Ill. Reg. 13328, effective July 16, 1984; amended (by adding Sections being codified with no substantive change) at 8 Ill. Reg. 17897; amended at 8 Ill. Reg. 18903, effective September 26, 1984; peremptory amendment at 8 Ill. Reg. 20706, effective October 3, 1984; amended at 8 Ill. Reg. 25053, effective December 12, 1984; emergency amendment at 9 Ill. Reg. 830, effective January 3, 1985, for a maximum of 150 days; amended at 9 Ill. Reg. 4515, effective March 25, 1985; amended at 9 Ill. Reg. 5346, effective April 11, 1985; amended at 9 Ill. Reg. 7153, effective May 6, 1985; amended at 9 Ill. Reg. 11346, effective July 8, 1985; amended at 9 Ill. Reg. 12298, effective July 25, 1985; amended at 9 Ill. Reg. 12823, effective August 9, 1985; amended at 9 Ill. Reg. 15903, effective October 4, 1985; amended at 9 Ill. Reg. 16300, effective October 10, 1985; amended at 9 Ill. Reg. 16906, effective October 18, 1985; amended at 10 Ill. Reg. 1192, effective January 10, 1986; amended at 10 Ill. Reg. 3033, effective January 23, 1986; amended at 10 Ill. Reg. 4907, effective March 7, 1986; amended at 10 Ill. Reg. 6966, effective April 16, 1986; amended at 10 Ill. Reg. 10688, effective June 3, 1986; amended at 10 Ill. Reg. 12672, effective July 14, 1986; amended at 10 Ill. Reg. 15649, effective September 19, 1986; amended at 11 Ill. Reg. 3992, effective February 23, 1987; amended at 11 Ill. Reg. 7652, effective April 15, 1987; amended at 11 Ill. Reg. 8735, effective April 20, 1987; emergency amendment at 11 Ill. Reg. 12458, effective July 10, 1987, for a maximum of 150 days; amended at 11 Ill. Reg. 14034, effective August 14, 1987; amended at 11 Ill. Reg. 14763, effective August 26, 1987; amended at 11 Ill. Reg. 20142, effective January 1, 1988; amended at 11 Ill. Reg. 20898, effective December 14, 1987; amended at 12 Ill. Reg. 904, effective January 1, 1988; amended at 12 Ill. Reg. 3516, effective January 22, 1988; amended at 12 Ill. Reg. 6234, effective March 22, 1988; amended at 12 Ill. Reg. 8672, effective May 13, 1988; amended at 12 Ill. Reg. 9132, effective May 20, 1988; amended at 12 Ill. Reg. 11483, effective June 30, 1988; emergency amendment at 12 Ill. Reg. 11632, effective July 1, 1988, for a maximum of 150 days; emergency amendment at 12 Ill. Reg. 11839, effective July 1, 1988, for a maximum of 150 days; amended at 12 Ill. Reg. 12835, effective July 22, 1988; emergency amendment at 12 Ill. Reg. 13243, effective July 29, 1988, for a maximum of 150 days; amended at 12 Ill. Reg. 17867, effective October 30, 1988; amended at 12 Ill. Reg. 19704, effective November 15, 1988; amended at 12 Ill. Reg. 20188, effective November 23, 1988; amended at 13 Ill. Reg. 116, effective January 1, 1989; amended at 13 Ill. Reg. 2081, effective February 3, 1989; amended at 13 Ill. Reg. 3908, effective March 10, 1989; emergency amendment at 13 Ill. Reg. 11929, effective June 27, 1989, for a maximum of 150 days; emergency expired November 25, 1989; emergency amendment at 13 Ill. Reg. 12137, effective July 1, 1989, for a maximum of 150 days; amended at 13 Ill. Reg. 15404, effective October 6, 1989; emergency amendment at 13 Ill. Reg. 16586, effective October 2, 1989, for a maximum of 150 days; emergency expired March 1, 1990; amended at 13 Ill. Reg. 17483, effective October 31, 1989; amended at 13 Ill. Reg. 17838, effective November 8, 1989; amended at 13 Ill. Reg. 18872, effective November 17, 1989; amended at 14 Ill. Reg. 760, effective January 1, 1990; emergency amendment at 14 Ill. Reg. 1494, effective January 2, 1990, for

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a maximum of 150 days; amended at 14 Ill. Reg. 4233, effective March 5, 1990; emergency amendment at 14 Ill. Reg. 5839, effective April 3, 1990, for a maximum of 150 days; amended at 14 Ill. Reg. 6372, effective April 16, 1990; amended at 14 Ill. Reg. 7637, effective May 10, 1990; amended at 14 Ill. Reg. 10396, effective June 20, 1990; amended at 14 Ill. Reg. 13227, effective August 6, 1990; amended at 14 Ill. Reg. 14814, effective September 3, 1990; amended at 14 Ill. Reg. 17004, effective September 30, 1990; emergency amendment at 15 Ill. Reg. 348, effective January 1, 1991, for a maximum of 150 days; amended at 15 Ill. Reg. 5302, effective April 1, 1991; amended at 15 Ill. Reg. 10101, effective June 24, 1991; amended at 15 Ill. Reg. 11973, effective August 12, 1991; amended at 15 Ill. Reg. 12747, effective August 16, 1991; amended at 15 Ill. Reg. 14105, effective September 11, 1991; amended at 15 Ill. Reg. 14240, effective September 23, 1991; amended at 16 Ill. Reg. 139, effective December 24, 1991; amended at 16 Ill. Reg. 1862, effective January 20, 1992; amended at 16 Ill. Reg. 10034, effective June 15, 1992; amended at 16 Ill. Reg. 11582, effective July 15, 1992; amended at 16 Ill. Reg. 17290, effective November 3, 1992; amended at 17 Ill. Reg. 1102, effective January 15, 1993; amended at 17 Ill. Reg. 6827, effective April 21, 1993; amended at 17 Ill. Reg. 10402, effective June 28, 1993; amended at 18 Ill. Reg. 2051, effective January 21, 1994; amended at 18 Ill. Reg. 5934, effective April 1, 1994; amended at 18 Ill. Reg. 8718, effective June 1, 1994; amended at 18 Ill. Reg. 11231, effective July 1, 1994; amended at 19 Ill. Reg. 2905, effective February 27, 1995; emergency amendment at 19 Ill. Reg. 9280, effective July 1, 1995, for a maximum of 150 days; amended at 19 Ill. Reg. 11931, effective August 11, 1995; amended at 19 Ill. Reg. 15079, effective October 17, 1995; amended at 20 Ill. Reg. 5068, effective March 20, 1996; amended at 20 Ill. Reg. 15993, effective December 9, 1996; emergency amendment at 21 Ill. Reg. 692, effective January 1, 1997, for a maximum of 150 days; amended at 21 Ill. Reg. 7423, effective May 31, 1997; amended at 21 Ill. Reg. 7748, effective June 9, 1997; amended at 21 Ill. Reg. 11555, effective August 1, 1997; amended at 21 Ill. Reg. 13638, effective October 1, 1997; emergency amendment at 22 Ill. Reg. 1576, effective January 5, 1998, for a maximum of 150 days; amended at 22 Ill. Reg. 7003, effective April 1, 1998; amended at 22 Ill. Reg. 8503, effective May 1, 1998; amended at 22 Ill. Reg. 16291, effective August 28, 1998; emergency amendment at 22 Ill. Reg. 16640, effective September 1, 1998, for a maximum of 150 days; amended at 22 Ill. Reg. 19875, effective October 30, 1998; amended at 23 Ill. Reg. 2381, effective January 22, 1999; amended at 23 Ill. Reg. 11301, effective August 27, 1999; amended at 24 Ill. Reg. 7361, effective May 1, 2000; emergency amendment at 24 Ill. Reg. 10425, effective July 1, 2000, for a maximum of 150 days; amended at 24 Ill. Reg. 15075, effective October 1, 2000; amended at 24 Ill. Reg. 18309, effective December 1, 2000; amended at 25 Ill. Reg. 8783, effective July 1, 2001; emergency amendment at 25 Ill. Reg. 10533, effective August 1, 2001, for a maximum of 150 days; amended at 25 Ill. Reg. 16098, effective _____.

SUBPART H: MEDICAL ASSISTANCE - NO GRANT

Section 120.399 Redetermination of Eligibility

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It is the Department's responsibility to determine the continued eligibility of all recipients of medical assistance and it is the recipient's responsibility to cooperate in the redetermination of eligibility. A redetermination of eligibility shall be conducted at least every twelve months and at any time it becomes known to the Department that a recipient's circumstances affecting eligibility may have changed.

(Source: Amended at 25 Ill. Reg. 16098, effective _____.)

SUBPART I: SPECIAL PROGRAMS

Section 120.510 Health Benefits for Workers with Disabilities

a) To be eligible for medical assistance under Health Benefits for Workers with Disabilities, an individual must meet all of the following eligibility requirements:

- 1) Cooperate in establishing eligibility as described in Section 120.308.
- 2) Meet citizenship/immigration status as described in Section 120.310.
- 3) Meet residency requirements as described in Section 120.311.
- 4) Be disabled as described in Section 120.314.
- 5) Assign rights to medical support and collection of payment as described in Section 120.319.
- 6) Furnish a Social Security number(s) as described in Section 120.327.
- 7) Be 16 through 64 years of age.
- 8) Have countable monthly income at or below 200 percent of the Federal Poverty Level.
- 9) Have non-exempt assets at or below \$10,000.
- 10) Be employed pursuant to subsection (1)(1) of this Section or qualify for an exception as described in subsection (1)(2) of this Section.
- 11) Pay a premium pursuant to subsections (m) and (n) of this Section.
- b) An individual shall not be determined eligible if the individual is otherwise eligible for medical assistance without a spenddown.
- c) An individual who is otherwise eligible for medical assistance with a spenddown, who meets the requirements of this Section, shall have the option of enrolling in medical assistance with a spenddown or Health Benefits for Workers with Disabilities.
- d) An individual's eligibility shall be terminated if the individual no longer meets the requirements of this Section.
- e) Certain assets shall be exempt from consideration in determining eligibility in accordance with Section 120.381.
- f) The earned and unearned income of the following persons shall be counted when determining eligibility, except as specified in

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subsections (g), (h) and (i) of this Section.

- 1) Income of the individual.
 - 2) Income of the spouse.
 - 3) Unearned income of a dependent child under the age of 18 years who is included in the income standard (see Section 120.20) because it is to the advantage of the individual.
- g) Monthly unearned income shall be counted as described in Sections 120.330 through 120.345 and Sections 120.350, 120.355, 120.371 and 120.376.
- h) Monthly earned income shall be considered as described in Sections 120.360, 120.361, 120.371, 120.372, 120.373 and 120.375.
- i) The Department shall exempt earned income as provided in Section 120.362(a) and (b)(1). In addition, work related expenses that are allowed as deductions for AABD MANG as described in Section 120.370 shall be deducted.
- j) Application Process
- 1) Individuals can apply by completing an application provided by the Department and submitting it to an address specified by the Department.
 - 2) The application must meet all requirements found at 89 Ill. Adm. Code 110.10(a), (c), (e) and (i).

k) Authorization of Medical Assistance Eligibility

- 1) Medical assistance coverage will not be provided for any month for which eligibility is established unless a premium is paid in accordance with subsections (m) and (n) of this Section.
 - 2) Subject to subsections (k)(2)(A), (B) and (C) of this Section, the applicant may choose to receive medical assistance for months prior to the initial month of prospective eligibility as determined in accordance with subsections (m) and (n) of this Section.
- A) Eligibility will be effective no earlier than the third month before the month of application if the applicant received covered medical services during that period and would have been eligible if he or she had applied for Health Benefits for Workers with Disabilities.
- B) Months of backdated coverage selected must be consecutive and must be continuous with the initial month of prospective eligibility.
- C) Monthly premiums must be paid for all the months of coverage.

l) Individuals Considered Employed

- 1) For purposes of this program, an individual shall be considered employed if the individual provides verification that current payment under the Federal Insurance Contributions Act (FICA) or Illinois Municipal Retirement Fund (IMRF) has been made on behalf of the individual.
- 2) Under the following circumstances, an individual may be enrolled in this program without providing evidence of employment as

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described in subsection (l)(1) of this Section:

- A) Individuals who are not employed at the time of application, but who can verify that they will be employed within 60 days, may be enrolled but will not be considered eligible until they begin employment and pay the appropriate premium in accordance with subsections (m) and (n) of this Section.
- B) Individuals who become unable to work for medical reasons after enrollment in this program who wish to remain in the program. Such individuals:
- i) Must report to the Department within 30 days after the first day that they were unable to work.
 - ii) Must provide a physician's written statement that they are unable to work, but that the anticipated date for the return to work is within 90 days after the first day they were unable to work.
 - iii) Must pay premiums in accordance with subsections (m) and (n) of this Section for the months during which they do not work.
- C) Individuals who cease employment for any other reason may continue to be enrolled for 30 days after the employment ends provided they pay premiums in accordance with subsections (m) and (n) of this Section for the period during which they do not work.
- 3) Eligibility shall be terminated:
- A) If an individual determined to be employed according to subsection (l)(2)(A) of this Section does not provide evidence of employment pursuant to subsection (l)(1) of this Section within 30 days after enrollment.
 - B) If an individual is unable to work for medical reasons, as described in subsection (l)(2)(B) of this Section, for 90 days or more.
 - C) If an individual ceases employment for any other reason (subsection (l)(2)(C) of this Section) and does not obtain new employment within 30 days after cessation of employment.
- m) Premiums
- 1) The Department must receive payment of the monthly premium for an applicant's initial prospective month of eligibility before the applicant can be enrolled in this program. If payment of the premium is received by the 20th day of the month, the initial month of prospective eligibility shall begin the first day of the following month. (For example, if the premium payment is received on February 20, coverage shall begin on March 1. If the premium payment is received after February 20, coverage shall begin on April 1.)
 - 2) Premiums for months of backdated coverage must be paid within 90 days after the date of the notice of eligibility approval.
 - 3) Subsequent premiums are due on the last day of the month prior to the month of coverage.

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- 4) If payment of the premium is not received in full by the end of the month following the due date of the premium, coverage will terminate effective the end of the second month following the due date and collection action may be initiated by the Department for the unpaid premiums for months of coverage.

n) Determination of Premium Amount

- 1) Premiums shall be based upon an individual's combined gross unearned and countable earned income as determined at the point of application or review or redetermination of eligibility.
- 2) The Department shall reset a premium prospectively based on verified income.
- 3) Premium amounts shall be established as set forth in the following monthly premium table.

Gross Unearned Income

Countable Earned Income	\$0 to \$250	\$251 to \$500	\$501 to \$750	\$751 to \$1000	Over \$1000
\$0-\$250	---	\$19	\$38	\$56	\$ 75
\$250-\$500	\$ 6	\$25	\$44	\$63	\$ 81
\$501-\$750	\$13	\$31	\$50	\$69	\$ 88
\$751-\$1000	\$19	\$38	\$56	\$75	\$ 94
Over \$1000	\$25	\$44	\$63	\$81	\$100

(Source: Added at 25 Ill. Reg. 160.08, effective
DEC 01 2001)

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- 1) Heading of the Part: Rights and Responsibilities
- 2) Code Citation: 89 Ill. Adm. Code 102
- 3) Section Numbers:
102.80
102.230
Adopted Action:
Amendment
Amendment
- 4) Statutory Authority: Section 12-13 of the Illinois Public Aid Code [305ILCS 5/12-13]
- 5) Effective Date of Rulemaking: December 1, 2001
- 6) Does this rulemaking contain an automatic repeal date? No
- 7) Does this rulemaking contain incorporations by reference? No
- 8) A copy of the adopted amendments, including any material incorporated by reference, is on file in the agency's principal office and is available for public inspection.
- 9) Notice of Proposal Published in Illinois Register: Section 102.80: August 24, 2001 (25 Ill. Reg. 10689); Section 102.230: July 23, 2001 (25 Ill. Reg. 9830)
- 10) Has JCAR issued a Statement of Objection to these rules? No
- 11) Differences between proposal and final version: Two proposed rulemakings are combined with no substantive changes.
- 12) Have all the changes agreed upon by the agency and JCAR been made as indicated in the agreements issued by JCAR? Yes
- 13) Will this rulemaking replace an emergency rulemaking currently in effect?
No
- 14) Are there any amendments pending on this Part? No
- 15) Summary and Purpose of Rulemaking: Section 102.80

These amendments coordinate with provisions at 89 Ill. Adm. Code 120 pertaining to a medical assistance program for certain employed persons with disabilities in accordance with the federal Ticket to Work and Work Incentives Improvement Act and Public Act 91-0712. This new program, Health Benefits for Workers with Disabilities (HBWD), will allow persons with disabilities who return to work or whose earnings increase, and who would otherwise lose medical assistance, to pay premiums and thereby buy-in for coverage under the Department's medical assistance program. The income

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limit for participants in HBWD is set at 200 percent of the Federal Poverty Level.

These amendments to Section 102.80 add appeal provisions for participants in HBWD concerning the required premiums amounts, as determined by the Department. These new provisions will also be applicable to appeal rights concerning premiums charged to participants under any of the medical assistance programs. For HBWD, the cost sharing charges (premiums) will be imposed, as allowed under federal law, on a sliding scale according to the gross unearned income and countable earned income of each participant. During any appeal, the premium amount determined by the Department will remain in effect.

Section 102.230

These charges strike a provision that bars the Department from filing liens against out-of-State property that is owned by Medicaid funded residents of long term care facilities and recipients of the AABD (aid to the aged, blind, disabled) cash assistance programs. Although AABD is administered by the Department of Human Services, Public Aid handles lien operations for the medical assistance and cash assistance programs. However, virtually all lien collections are related to Medicaid. The Department has a statutory right to recover assistance provided to clients through liens against clients' homestead property or other real property interests. The Illinois Public Aid Code does not impose restrictions on liens and federal Medicaid regulations on liens and recoveries do not prevent a Medicaid program from filing liens against out-of-State property. These amendments allowing the imposition of liens against out-of-State property are expected to promote the Department's recovery efforts.

16) Information and questions regarding these adopted amendments shall be directed to:

Joanne Jones
Office of the General Counsel, Rules Section
Illinois Department of Public Aid
201 South Grand Avenue East, Third Floor
Springfield, Illinois 62763-0002
(217) 524-0081

The full text of the adopted amendments begins on the next page:

DEPARTMENT OF PUBLIC AID
NOTICE OF ADOPTED AMENDMENTS

TITLE 89: SOCIAL SERVICES
CHAPTER I: DEPARTMENT OF PUBLIC AID
SUBCHAPTER a: GENERAL PROVISIONS

PART 102
RIGHTS AND RESPONSIBILITIES

Section	
102.1	Incorporation By Reference
102.10	Rights of Clients
102.20	Nondiscrimination
102.21	Voter Registration
102.25	Grievance Rights of Clients
102.30	Confidentiality of Case Information
102.35	Case Records
102.40	Freedom of Choice
102.50	Reporting Change of Circumstances
102.60	Referral Requirements
102.63	Reporting Child Abuse/Neglect
102.66	Suitability of Home
102.70	Notice to Client
102.80	Right to Appeal
102.81	Continuation of Assistance Pending Appeal
102.82	Time Limit for Filing an Appeal
102.83	Examining Department Records
102.84	Child Care
102.90	Voluntary Repayment of Assistance
102.100	Excess Assistance (Recodified)
102.110	Recoupment of Overpayments (Recodified)
102.120	Correction of Underpayments
102.200	Recovery of Assistance
102.210	Estate Claims
102.220	Real Property Liens
102.230	Filing and Renewal of Liens
102.235	Liens on Property of Institutionalized Recipients
102.240	Foreclosure of Liens
102.250	Release of Liens
102.260	Personal Injury Claims
102.270	Convictions of Fraud - Eligibility
102.280	Single Conviction of Fraud - Administrative Review Board

AUTHORITY: Implementing Article XI and authorized by Section 12-13 of the Illinois Public Aid Code [305 ILCS 5/Art. XI and 12-13].

SOURCE: Filed and effective December 31, 1977; peremptory rule at 2 Ill. Reg. 52, p. 449, effective December 13, 1978; amended at 2 Ill. Reg. 52, p. 462, December 23, 1978; peremptory amendment at 3 Ill. Reg. 11, p. 39, effective March 1, 1979; amended at 3 Ill. Reg. 41, p. 167, effective October 1, 1979;

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amended at 3 Ill. Reg. 43, p. 196, effective October 15, 1979; amended at 5 Ill. Reg. 8035, effective July 27, 1981; amended at 5 Ill. Reg. 10775, effective October 1, 1981; amended at 6 Ill. Reg. 894, effective January 7, 1982; codified at 7 Ill. Reg. 5706; amended at 7 Ill. Reg. 8350, effective July 1, 1983; amended at 8 Ill. Reg. 18910, effective September 26, 1984; amended at 9 Ill. Reg. 327, effective December 31, 1984; amended at 9 Ill. Reg. 3730, effective March 13, 1985; amended at 9 Ill. Reg. 6812, effective April 26, 1985; amended at 9 Ill. Reg. 7162, effective May 1, 1985; amended at 9 Ill. Reg. 13091, effective August 16, 1985; amended at 9 Ill. Reg. 14704, effective September 13, 1985; amended at 9 Ill. Reg. 15912, effective October 4, 1985; amended at 10 Ill. Reg. 3981, effective February 22, 1986; amended at 10 Ill. Reg. 14795, effective August 29, 1986; amended at 10 Ill. Reg. 19088, effective October 24, 1986; Sections 102.100 and 102.110 recodified to 89 Ill. Adm. Code 165 at 10 Ill. Reg. 21094; amended at 11 Ill. Reg. 14067, effective August 10, 1987; amended at 11 Ill. Reg. 18239, effective October 30, 1987; amended at 12 Ill. Reg. 3735, effective February 5, 1988; amended at 13 Ill. Reg. 3940, effective March 10, 1989; amended at 14 Ill. Reg. 13279, effective August 6, 1990; emergency amendment at 14 Ill. Reg. 20078, effective December 3, 1990, for a maximum of 150 days; amended at 15 Ill. Reg. 7202, effective April 30, 1991; amended at 18 Ill. Reg. 273, effective December 28, 1993; amended at 18 Ill. Reg. 8938, effective June 3, 1994; amended at 19 Ill. Reg. 1108, effective January 26, 1995; emergency amendment at 19 Ill. Reg. 12320, effective August 14, 1995, for a maximum of 150 days; amended at 20 Ill. Reg. 883, effective December 29, 1995; amended at 21 Ill. Reg. 619, effective January 1, 1997; emergency amendment at 21 Ill. Reg. 4037, effective March 14, 1997, for a maximum of 150 days; amended at 21 Ill. Reg. 7438, effective June 1, 1997; amended at 21 Ill. Reg. 11955, effective August 13, 1997; amended at 24 Ill. Reg. 10294, effective July 1, 2000; amended at 25 Ill. Reg. 16111, effective DEC-01-2001.

Section 102.80 Right to Appeal

- a) Any individual who applies for or receives financial or medical assistance, social services or food stamps benefits shall have the right to appeal any of the following:
- 1) Refusal to accept an application or reapplication;
 - 2) Failure to act on an application within the mandated time period;
 - 3) A decision to deny an application;
 - 4) A decision to reduce, suspend, terminate or in any way change the amount of assistance/food stamps or manner in which it is provided;
 - 5) Failure to make a decision or take appropriate action on any request which the client makes;
 - 6) A decision affecting the basis of issuance of food stamps with which the client disagrees;
 - 7) A decision to deny the payment for a medical service or item that requires prior approval;
 - 8) A decision granting prior approval request for a lesser or

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different medical service or item than was originally requested; or

- 9) An issue of Department policy, if the client is aggrieved by its application; or
- 10) The determination of the amount of a premium that may be charged to a client under any medical assistance program. The Department's determination of the amount of a premium shall remain in force during the appeal process.

b) The appeal may be filed by the client or the client's authorized representative. For food stamp clients, the request for a hearing may be made orally or in writing, and the appeal process is initiated effective with the date of the request.

(Source: Amended at 25 Ill. Reg. 16111, effective DEC-01-2001)

Section 102.230 Filing and Renewal of Liens

- a) The Department shall file a lien against:
- 1) The homestead property owned by:
 - A) a recipient of AABD; or
 - B) a permanently institutionalized recipient of MANG(A), (B) or (D), except as provided in Section 102.235;
 - 2) Any other legal or equitable real property interests, regardless of value, which the recipient owns, possesses, ~~unless the property is located outside the State of Illinois, and~~
- b) The lien shall be renewed every five years by the Department until it is satisfied.

(Source: Amended at 25 Ill. Reg. 16111, effective DEC-01-2001)

DEPARTMENT OF HUMAN SERVICES

NOTICE OF EMERGENCY AMENDMENT

- 1) Heading of the Part: Child Care
- 2) Code Citation: 89 Ill. Adm. Code 50
- 3) Section Numbers: 50.230
Emergency Action: Amendment
- 4) Statutory Authority: Implementing Articles I through IX and authorized by Section 12-13 of the Illinois Public Aid Code [305 ILCS 5/Art. I through IX and 12-13].
- 5) Effective Date of Amendment: December 1, 2001
- 6) If this emergency amendment is to expire before the end of the 150-day period, please specify the date on which it is to expire: Not applicable
- 7) Date Filed with the Index Department: November 28, 2001
- 8) A copy of the emergency amendment, including any material incorporated by reference, is on file in the agency's principal office and is available for public inspection.
- 9) Reason for Emergency: The Department of Human Services is filing 89 Ill. Adm. Code 50 as an emergency because the implementing of these amendments will provide for increased child care to low-income families not receiving TANF. These increased child care services are in the public interest and will serve to assist in improving public safety and the welfare of those served.
- 10) A Complete Description of the Subjects and Issues Involved: These emergency amendments increase the funds allocated for Non-TANF Education and Training Program child care subsidies from \$7.5 million to \$15 million for FY 2002 and \$7.5 million in subsequent fiscal years. This would allow more low-income families, not receiving TANF, to qualify for child care assistance to attend education and training programs.
- 11) Are there any proposed amendments to this Part Pending? Yes

Section Numbers	Proposed Action	Ill. Reg. Citation
50.230	Amendment	25. Ill. Reg. 8084
50.310	Amendment	25. Ill. Reg. 8084
- 12) Statement of Statewide Policy Objectives: This rulemaking does not create or expand a State mandate.
- 13) Information and questions regarding these amendments shall be directed to:

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NOTICE OF EMERGENCY AMENDMENT

Ms. Susan Weir, Bureau Chief
Bureau of Administrative Rules and Procedures
Department of Human Services
100 South Grand Avenue East
3rd Floor Harris Bldg.
Springfield, Illinois 62762
(217) 785-9772

The full text of the Emergency Amendments begins on the next page:

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NOTICE OF EMERGENCY AMENDMENT

TITLE 89: SOCIAL SERVICES
CHAPTER IV: DEPARTMENT OF HUMAN SERVICES
SUBCHAPTER a: GENERAL PROGRAM PROVISIONS

PART 50
CHILD CARE

SUBPART A: GENERAL PROVISIONS

Section
50.101 Incorporation by Reference
50.110 Participant Rights and Responsibilities
50.120 Notification of Available Services
50.130 Child Care Overpayments and Recoveries

SUBPART B: APPLICABILITY

Section
50.210 Child Care
50.220 Method of Providing Child Care
50.230 Child Care Eligibility

EMERGENCY

50.235 Income Eligibility Criteria
50.240 Qualified Provider
50.250 Additional Service to Secure or Maintain Child Care

SUBPART C: PAYMENT FEES

Section
50.310 Fees for Child Care Services
50.320 Maximum Annual Income and Parent Fee by Family Size, Income Level and Number of Children Receiving Care

SUBPART D: CHILD CARE ABUSE AND NEGLECT

Section
50.410 Provider Eligibility
50.420 Payment for Child Care Services

SUBPART E: GREAT START PROGRAM

Section
50.510 Great START Program
50.520 Method of Providing the Wage Supplement
50.530 Eligibility
50.540 Employer Responsibility
50.550 Notification of Eligibility
50.560 Phase-in of Wage Supplement Scale

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50.570 Wage Supplement Scale
50.580 Evaluation

AUTHORITY: Implementing Articles I through IX and authorized by Section 12-13 of the Illinois Public Aid Code [305 ILCS 5/Arts. I through IX and 12-13].

SOURCE: Emergency rules adopted at 21 Ill. Reg. 9502, effective July 1, 1997, for a maximum of 150 days; adopted at 21 Ill. Reg. 14961, effective November 10, 1997; emergency amendment at 22 Ill. Reg. 12816, effective July 1, 1998, for a maximum of 150 days; amended at 22 Ill. Reg. 21037, effective November 27, 1998; emergency amendment at 23 Ill. Reg. 10875, effective August 20, 1999, for a maximum of 150 days; amended at 24 Ill. Reg. 1058, effective January 10, 2000; emergency amendment at 24 Ill. Reg. 6604, effective April 5, 2000, for a maximum of 150 days; amended at 24 Ill. Reg. 13987, effective September 1, 2000; amended at 24 Ill. Reg. 15423, effective October 10, 2000; emergency amendment at 25 Ill. Reg. 2735, effective February 5, 2001, for a maximum of 150 days; amended at 25 Ill. Reg. 8176, effective June 23, 2001; emergency amendment at 25 Ill. Reg. 8443, effective July 1, 2001, for a maximum of 150 days; emergency amendment at 26 Ill. Reg. 16116, effective December 1, 2001.

SUBPART B: APPLICABILITY

Section 50.230 Child Care Eligibility

EMERGENCY

a) Child care services are restricted to children under age 13 and to children under age 19 who are under court supervision or have physical or mental incapacities as documented by a statement from a local health provider or other health professional.

b) Parents and other relatives eligible to receive child care services include:

1) Recipients of Temporary Assistance for Needy Families (TANF) under Article IV of the Public Aid Code participating in work and training activities as specified in their personal plans for employment and self-sufficiency who have been approved for child care benefits by the Department and who meet the annual income ceilings in subsection (b)(2) of this Section.

2) Working families, including teen parents while they attend school to obtain a high school degree or its equivalent, whose annual incomes do not exceed the following amounts by family size:

Family Size	Annual Income
2	\$17,663
3	\$21,819
4	\$25,975
5	\$30,131

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6	\$34,288
7	\$35,067
8	\$35,846

- 3) Subject to an annual allocation of \$15 \$7-5 million for FY 2002 and \$7.5 million in subsequent fiscal years, families who do not receive TANF and need child care services in order to attend school or training (up to and including the acquisition of a Bachelor's Degree) and whose annual income does not exceed the annual income ceilings in subsection (b)(2) of this Section. Qualifying families are eligible to receive child care services needed to attend literacy and other adult basic education, English as a Second Language, GED preparation, and vocational training for up to 24 non-consecutive months with no work requirement, after which they must work a monthly average of at least 20 hours per week in paid employment. Child care provided to a teen parent to obtain a high school degree, or its equivalent, does not count against this 24-month limit. Qualifying families are eligible to receive child care services to attend a 2 or 4 year college degree program if they work a monthly average of at least 10 hours per week in paid employment or a monthly average of at least 20 hours per week in a combination of paid employment and unpaid, educationally-required work activities such as student teaching, an internship, a clinical, a practicum or an apprenticeship. Child care services shall be available during time periods that are reasonably related to the paid work, self-employment and education or training activity, including class hours and research, laboratory, library and transportation time. Families with a work requirement shall receive the same grace periods between jobs as persons who receive services pursuant to subsection (b)(2) of this Section. If a parent is claimed as a dependent by another person for federal income tax purposes, that parent is only eligible if his or her income when added to the income of the other person does not exceed the annual income ceiling in subsection (b)(2) of this Section for that family size. Enrollment for child care under this subsection (b)(3) will be stopped when the projected annual costs for enrolled participants reaches \$15\$7-5 million in FY 2002 and \$7.5 million in subsequent fiscal years.

c) All families must be residents of Illinois.

d) Payment for child care services to eligible parents may begin:

- 1) if care was provided at the time and all eligibility factors are met, on either:
- A) the date of the parent's signature; or
 - B) one week (seven calendar days) prior to the stamped date of receipt by the Department or its agents, whichever is later;
- or

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- 2) on the date the child care provider actually begins providing child care services, if the application is received in advance of services being provided and all eligibility factors are met.
- e) Eligibility ceases 10 calendar days from the date of the termination notice sent to the parent by the Department or its agents following a determination of ineligibility.

(Source: Emergency Amended at 26 Ill. Reg. 16116, effective December 1, 2001, for a maximum of 150 days

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1) Heading of the Part: Hospital Reimbursement Changes

2) Code Citation: 89 Ill. Adm. Code 152

3) Section Numbers: Emergency Action:
152.150 Amendment
152.200 Amendment

4) Statutory Authority: Section 12-13 of the Illinois Public Aid Code [305 ILCS 5/12-13]

5) Effective Date: December 3, 2001

6) If this emergency amendment is to expire before the end of the 150-day period, please specify the date on which it is to expire: Not Applicable

7) Date Filed with the Index Department: December 3, 2001

8) A copy of the emergency amendment, including any materials incorporated by reference, is on file in the agency's principal office and is available for public inspection.

9) Reason for Emergency: These emergency amendments are being filed pursuant to the need for fiscal year 2002 budgetary constraints. The State's current economic condition requires that substantive reductions be undertaken and the Department has determined that reductions in outlier rate adjustment payments are warranted. Immediate implementation of these changes will allow the continuation of essential medical services while holding spending levels to corresponding appropriation amounts.

10) Complete Description of the Subjects and Issues Involved:

These emergency amendments to the Department's rules concerning hospital reimbursement are intended to implement certain budgetary constraints related to appropriation limitations. The changes will allow the continuation of essential medical services while holding spending levels to corresponding appropriation amounts.

For hospitals reimbursed under the Diagnosis Related Grouping (DRG) Prospective Payment System (PPS), the changes will impose additional cost factors to the reimbursement methodology for determining payments for outlier cases. For hospitals reimbursed under non-DRG payment methodologies, the changes will modify a factor employed in calculating outlier adjustments for exceptionally costly hospital stays.

These emergency changes, which will effectively maintain current year payment levels at prior year levels, are expected to reduce the current year liability by approximately \$26 million.

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11) Are there any other amendments pending on this Part? Yes

<u>Sections</u>	<u>Proposed Action</u>	<u>Illinois Register Citation</u>
152.150	Amendment	November 2, 2001 (25 Ill. Reg. 14018)
152.200	Amendment	November 2, 2001 (25 Ill. Reg. 14018)

12) Statement of Statewide Policy Objectives: These emergency amendments neither create nor expand any state mandates affecting units of local government.

13) Information and questions regarding this amendment shall be directed to:

Joanne Jones
Office of the General Counsel, Rules Section
Illinois Department of Public Aid
201 South Grand Avenue East, Third Floor
Springfield, Illinois 62763-0002
(217)524-0081

The full text of the emergency amendments begins on the next page:

DEPARTMENT OF PUBLIC AID

NOTICE OF EMERGENCY AMENDMENTS

TITLE 89: SOCIAL SERVICES
CHAPTER I: DEPARTMENT OF PUBLIC AID
SUBCHAPTER e: GENERAL TIME-LIMITED CHANGES

PART 152
HOSPITAL REIMBURSEMENT CHANGES

- Section
152.100 Reimbursement Add-on Adjustments (Repealed)
152.150 Diagnosis Related Grouping (DRG) Prospective Payment System (PPS)
EMERGENCY
152.200 Non-DRG Reimbursement Methodologies
EMERGENCY
152.250 Appeals (Repealed)

AUTHORITY: Implementing and authorized by Articles III, IV, V and VI and Section 12-13 of the Illinois Public Aid Code [305 ILCS 5/Arts. III, IV, V and VI and 12-13] and implementing Article III of the Illinois Health Finance Reform Act [20 ILCS 2215/Art. III].

SOURCE: Emergency rules adopted at 18 Ill. Reg. 2150, effective January 18, 1994, for maximum of 150 days; adopted at 18 Ill. Reg. 10141, effective June 17, 1994; emergency amendment at 19 Ill. Reg. 6706, effective May 12, 1995, for a maximum of 150 days; emergency amendment at 19 Ill. Reg. 10236, effective June 30, 1995, for a maximum of 150 days; amended at 19 Ill. Reg. 16272, effective November 27, 1995; emergency amendment at 20 Ill. Reg. 9272, effective July 1, 1996, for a maximum of 150 days; amended at 20 Ill. Reg. 15712, effective November 27, 1996; emergency amendment at 21 Ill. Reg. 9544, effective July 1, 1997, for a maximum of 150 days; amended at 21 Ill. Reg. 16153, effective November 26, 1997; emergency amendment at 25 Ill. Reg. 218, effective January 1, 2001, for a maximum of 150 days; amended at 25 Ill. Reg. 6966, effective May 28, 2001; emergency amendment at 25 Ill. Reg. 16122, effective December 3, 2001.

Section 152.150 Diagnosis Related Grouping (DRG) Prospective Payment System (PPS)
EMERGENCY

- a) Notwithstanding any provisions set forth in 89 Ill. Adm. Code 149, the changes described in subsections (b) and (c) of this Section will be effective January 18, 1994.
- b) For the rate periods, as described in 89 Ill. Adm. Code 148.25(g)(2)(B), the DRG weighting factors shall be adjusted by a factor, the numerator of which is the statewide weighted average DRG base payment rate in effect for the base period, as described in 89 Ill. Adm. Code 148.25(g)(2)(A), and the denominator of which is the statewide weighted average DRG base payment rate for the rate period, as described in 89 Ill. Adm. Code 148.25(g)(2)(B). For this

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adjustment, DRG base payment rate means the product of the PPS base rate, as described in 89 Ill. Adm. Code 149.100(c)(3), and the indirect medical education factor, as described in 89 Ill. Adm. Code 149.150(c)(3).

- c) All payments calculated under 89 Ill. Adm. Code 149.140 and 149.150(c)(1), (c)(2) and (c)(4), in effect on January 18, 1994, shall remain in effect hereafter.
- d) For hospital inpatient services rendered on or after July 1, 1995, the Department shall reimburse hospitals using the relative weighting factors and the base payment rates calculated pursuant to the methodology described in this Section, that were in effect on June 30, 1995, less the portion of such rates attributed by the Department to the cost of medical education.
- e) Notwithstanding the provisions set forth in 89 Ill. Adm. Code 149 (DRG PPS), the changes described in this subsection (e) shall be effective January 1, 2001. Payments for hospital inpatient and outpatient services shall not exceed charges to the Department. This payment limitation shall not apply to government owned or operated hospitals or children's hospitals as defined at 89 Ill. Adm. Code 149.50(c)(3). This payment limitation shall not apply to or affect disproportionate share payments as described at 89 Ill. Adm. Code 148.120, payments for outlier costs as described at 89 Ill. Adm. Code 149.105 or payments for Medicaid High Volume Adjustments as described at 89 Ill. Adm. Code 148.290(d).
- f) Notwithstanding the provisions of 89 Ill. Adm. Code 149, for admissions on or after December 3, 2001, payment for outlier cases pursuant to 89 Ill. Adm. Code 149.105 shall be determined by using the following factors that were in effect on June 30, 1995:
- 1) The marginal cost factor (see 89 Ill. Adm. Code 149.5(c)(4)).
 - 2) The Metropolitan Statistical Area (MSA) wage index (see 89 Ill. Adm. Code 148.120(b)).
 - 3) The Indirect Medical Education (IME) factor (see 89 Ill. Adm. Code 148.260(a)(1)(B)(iv)).
 - 4) The cost to charge ratio (see 89 Ill. Adm. Code 149.105(c)(3)), and
 - 5) The cost outlier threshold (see 89 Ill. Adm. Code 149.5(c)(5)) multiplied by 1.22.

(Source: Amended by emergency rulemaking at 25 Ill. Reg. effective December 3, 2001, for a maximum of 150 days)

16122

Section 152.200 Non-DRG Reimbursement Methodologies
EMERGENCY

- a) Notwithstanding any provisions set forth in 89 Ill. Adm. Code 148, the changes described in subsection (b) of this Section will be effective January 18, 1994.
- b) All per diem payments calculated under 89 Ill. Adm. Code 148, except

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for those described in 89 Ill. Adm. Code 148.120, 148.160, 148.170, 148.175 and 148.290(a), (c) and (d), in effect on January 18, 1994 less the portion of such rates attributed by the Department to the cost of medical education, shall remain in effect hereafter.

- c) Notwithstanding the provisions set forth in 89 Ill. Adm. Code 148, Hospital Services, and 89 Ill. Adm. Code 146, Subpart A, Ambulatory Surgical Treatment Centers, the changes described in this subsection (c) shall be effective January 1, 2001. Payments for hospital inpatient and outpatient services and ambulatory surgical treatment services shall not exceed charges to the Department. This payment limitation shall not apply to government owned or operated hospitals or children's hospitals as defined at 89 Ill. Adm. Code 149.50(c)(3). This payment limitation shall not apply to or affect disproportionate share payments as described at 89 Ill. Adm. Code 148.120, payments for outlier costs as described at 89 Ill. Adm. Code 148.130 or payments for Medicaid High Volume Adjustments as described at 89 Ill. Adm. Code 148.290(d).

- d) Notwithstanding the provisions of subsections (a), (b) and (c) of this Section, for admissions on or after December 3, 2001, payment for outlier adjustments provided for exceptionally costly stays pursuant to 89 Ill. Adm. Code 148.130 shall be determined using the factor 0.22 in place of the factor 0.25 described at 89 Ill. Adm. Code 148.130(b)(3)(D).

(Source: Amended by emergency rulemaking at 25 Ill. Reg. 16122, effective December 3, 2001, for a maximum of 150 days)

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NOTICE OF EMERGENCY AMENDMENTS

- 1) Heading of the Part: Medical Payment
- 2) Code Citation: 89 Ill. Adm. Code 140
- 3) Section Numbers: Emergency Action:
140.462 Amendment
140.463 Amendment
140.466 Repeal
- 4) Statutory Authority: Section 12-13 of the Illinois Public Aid Code [305 ILCS 5/12-13] and the Medicare, Medicaid and SCHIP Benefits Improvement and Protection Act of 2000.
- 5) Effective Date: November 28, 2001
- 6) If this emergency amendment is to expire before the end of the 150-day period, please specify the date on which it is to expire: Not Applicable
- 7) Date Filed with the Index Department: November 28, 2001
- 8) A copy of the emergency amendment, including any materials incorporated by reference, is on file in the agency's principal office and is available for public inspection.
- 9) Reason for Emergency: These emergency amendments pertaining to Federally Qualified Health Centers (FQHCs) and Rural Health Clinics (RHCs) are required by the Medicare, Medicaid and SCHIP Benefits Improvement and Protection Act of 2000. The Act amends section 1902 of the Social Security Act to establish a new prospective payment system concerning Medicaid reimbursement for FQHCs and RHCs that is calculated according to a two year average as reflected in cost reports. Immediate implementation of these changes will insure adequate reimbursement levels for certain essential services under the Medical Assistance Program.
- 10) Complete Description of the Subjects and Issues Involved: These emergency amendments affecting Federally Qualified Health Centers (FQHCs) and Rural Health Clinics (RHCs) are required by the Medicare, Medicaid and SCHIP Benefits Improvement and Protection Act of 2000. The Act amends section 1902 of the Social Security Act to establish a new prospective payment system concerning Medicaid reimbursement for FQHCs and RHCs that is calculated according to a two year average as reflected in cost reports.

Section 703 of the Act calls for the new prospective payment system, which is based on the allowable per visit cost of the center or clinic averaged over fiscal years 1999 and 2000. That figure is then indexed forward by the percentage increase in the Medical Expenditure Index (as defined in section 1842(I)(3) of the Social Security Act) to become the per visit

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payment amount for each fiscal year. The computation is also adjusted each year to reflect any increase or decrease in the center's or clinic's scope of service.

The Department anticipates an annual expenditure increase of approximately \$2.5 million on the basis of these emergency changes.

11) Are there any other amendments pending on this Part? Yes

Sections	Proposed Action	Illinois Register Citation
140.462	Amendment	November 9, 2001 (25 Ill. Reg. 14279)
140.463	Amendment	November 9, 2001 (25 Ill. Reg. 14279)
140.466	Amendment	November 9, 2001 (25 Ill. Reg. 14279)
140.490	Amendment	October 5, 2001 (25 Ill. Reg. 12536)
140.491	Amendment	October 5, 2001 (25 Ill. Reg. 12536)
140.492	Amendment	October 5, 2001 (25 Ill. Reg. 12536)
140.493	Amendment	October 5, 2001 (25 Ill. Reg. 12536)
140.494	New Section	October 5, 2001 (25 Ill. Reg. 12536)
140.513	Amendment	August 24, 2001 (25 Ill. Reg. 10672)
140.523	Amendment	November 2, 2001 (25 Ill. Reg. 14024)

12) Statement of Statewide Policy Objectives: These emergency amendments neither create nor expand any state mandates affecting units of local government.

13) Information and questions regarding this emergency amendment shall be directed to:

Joanne Jones
Office of the General Counsel, Rules Section
Illinois Department of Public Aid
201 South Grand Avenue East, Third Floor
Springfield, Illinois 62763-0002
(217)524-0081

The full text of the Emergency Amendments begins on the next page:

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NOTICE OF EMERGENCY AMENDMENTS

TITLE 89: SOCIAL SERVICES
CHAPTER I: DEPARTMENT OF PUBLIC AID
SUBCHAPTER d: MEDICAL PROGRAMS

PART 140
MEDICAL PAYMENT

SUBPART A: GENERAL PROVISIONS

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140.1	Incorporation By Reference
140.2	Medical Assistance Programs
140.3	Covered Services Under Medical Assistance Programs
140.4	Covered Medical Services Under AFDC-MANG for non-pregnant persons who are 18 years of age or older (Repealed)
140.5	Covered Medical Services Under General Assistance
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140.7	Medical Assistance Provided to Individuals Under the Age of Eighteen Who Do Not Qualify for AFDC and Children Under Age Eight
140.8	Medical Assistance For Qualified Severely Impaired Individuals
140.9	Medical Assistance for a Pregnant Woman Who Would Not Be Categorically Eligible for AFDC/AFDC-MANG if the Child Were Already Born Or Who Do Not Qualify As Mandatory Categorically Needy
140.10	Medical Assistance Provided to Incarcerated Persons

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140.11	Enrollment Conditions for Medical Providers
140.12	Participation Requirements for Medical Providers
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140.14	Denial of Application to Participate in the Medical Assistance Program
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140.18	Effect of Termination on Individuals Associated with Vendor
140.19	Application to Participate or for Reinstatement Subsequent to Termination, Suspension or Barring
140.20	Submittal of Claims
140.21	Covered Medicaid Services for Qualified Medicare Beneficiaries (QMBs)
140.22	Magnetic Tape Billings (Repealed)
140.23	Payment of Claims
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140.25	Overpayment or Underpayment of Claims
140.26	Payment to Factors Prohibited

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140.27 Assignment of Vendor Payments
140.28 Record Requirements for Medical Providers
140.30 Audits
140.31 Emergency Services Audits
140.32 Prohibition on Participation, and Special Permission for Participation
140.33 Publication of List of Terminated, Suspended or Barred Entities
140.35 False Reporting and Other Fraudulent Activities
140.40 Prior Approval for Medical Services or Items
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140.72 Voucher Advance Payment and Expedited Payments
140.73 Drug Manual (Recodified)
Drug Manual Updates (Recodified)

SUBPART C: PROVIDER ASSESSMENTS

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140.80 Hospital Provider Fund
140.82 Developmentally Disabled Care Provider Fund
140.84 Long Term Care Provider Fund
140.94 Medicaid Developmentally Disabled Provider Participation Fee Trust
Fund/Medicaid Long Term Care Provider Participation Fee Trust Fund
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140.96 General Requirements (Recodified)
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140.98 Covered Hospital Services (Recodified)
140.99 Hospital Services Not Covered (Recodified)
140.100 Limitation On Hospital Services (Recodified)
140.101 Transplants (Recodified)
140.102 Heart Transplants (Recodified)
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140.110 Disproportionate Share Hospital Adjustments (Recodified)
140.116 Payment for Inpatient Services for GA (Recodified)
140.117 Hospital Outpatient and Clinic Services (Recodified)
140.200 Payment for Hospital Services During Fiscal Year 1982 (Recodified)
140.201 Payment for Hospital Services After June 30, 1982 (Repealed)
140.202 Payment for Hospital Services During Fiscal Year 1983 (Recodified)
140.203 Limits on Length of Stay by Diagnosis (Recodified)
140.300 Payment for Pre-operative Days and Services Which Can Be Performed in an Outpatient Setting (Recodified)
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140.361 Non-Participating Hospitals (Recodified)
140.362 Pre July 1, 1989 Services (Recodified)
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140.368 Volume Adjustment (Repealed)
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140.390 Subacute Alcoholism and Substance Abuse Services (Recodified)
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140.394 Payment for Subacute Alcoholism and Substance Abuse Services (Recodified)
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SUBPART D: PAYMENT FOR NON-INSTITUTIONAL SERVICES

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140.400 Payment to Practitioners, Nurses and Laboratories
140.410 Physicians' Services
140.411 Covered Services By Physicians
140.412 Services Not Covered By Physicians
140.413 Limitation on Physician Services
140.414 Requirements for Prescriptions and Dispensing of Pharmacy Items - Physicians
140.416 Optometric Services and Materials
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140.418 Department of Corrections Laboratory
140.420 Dental Services
140.421 Limitations on Dental Services
140.422 Requirements for Prescriptions and Dispensing Items of Pharmacy Items - Dentists
140.425 Podiatry Services
140.426 Limitations on Podiatry Services
140.427 Requirement for Prescriptions and Dispensing of Pharmacy Items - Podiatry
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140.454	Types of Mental Health Clinic Services
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DEPARTMENT OF PUBLIC AID

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 140.525 Quality Incentive Program (QUIP) Payment Levels
 140.526 Quality Incentive Standards and Criteria for the Quality Incentive Program (QUIP) (Repealed)
 140.527 Quality Incentive Survey (Repealed)
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 140.530 Basis of Payment for Long Term Care Services
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 140.535 Costs for Interest, Taxes and Rent
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 140.537 Payments to Related Organizations
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140.576 Renovations (Repealed)
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 140.860 Covered Services (Repealed)
 140.865 Sponsor Qualifications (Repealed)
 140.870 Sponsor Responsibilities (Repealed)
 140.875 Department Responsibilities (Repealed)
 140.880 Provider Qualifications (Repealed)
 140.885 Provider Responsibilities (Repealed)
 140.890 Payment Methodology (Repealed)
 140.895 Contract Monitoring (Repealed)
 140.896 Reimbursement For Program Costs (Active Treatment) For Clients In Long Term Care Facilities For the Developmentally Disabled (Recodified)
 140.900 Reimbursement For Nursing Costs For Geriatric Residents in Group Care

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NOTICE OF EMERGENCY AMENDMENTS

140.901 Facilities (Recodified)
140.902 Functional Areas of Needs (Recodified)
140.903 Service Needs (Recodified)
140.904 Definitions (Recodified)
140.905 Times and Staff Levels (Repealed)
140.906 Statewide Rates (Repealed)
140.907 Reconsiderations (Recodified)
140.908 Midnight Census Report (Recodified)
140.909 Times and Staff Levels (Recodified)
140.910 Statewide Rates (Recodified)
140.911 Referrals (Recodified)
140.912 Basic Rehabilitation Aide Training Program (Recodified)
Interim Nursing Rates (Recodified)

SUBPART G: MATERNAL AND CHILD HEALTH PROGRAM

Section
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140.922 Covered Services
140.924 Maternal and Child Health Provider Participation Requirements
140.926 Client Eligibility (Repealed)
140.928 Client Enrollment and Program Components (Repealed)
140.930 Reimbursement
140.932 Payment Authorization for Referrals (Repealed)

SUBPART H: ILLINOIS COMPETITIVE ACCESS AND REIMBURSEMENT
EQUITY (ICARE) PROGRAM

Section
140.940 Illinois Competitive Access and Reimbursement Equity (ICARE) Program (Recodified)
140.942 Definition of Terms (Recodified)
140.944 Notification of Negotiations (Recodified)
140.946 Hospital Participation in ICARE Program Negotiations (Recodified)
140.948 Negotiation Procedures (Recodified)
140.950 Factors Considered in Awarding ICARE Contracts (Recodified)
140.952 Closing an ICARE Area (Recodified)
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140.956 Payments to Contracting Hospitals (Recodified)
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NOTICE OF EMERGENCY AMENDMENTS

140.972 Hospital Services Procurement Advisory Board (Recodified)
140.980 Elimination Of Aid To The Medically Indigent (AMI) Program (Emergency Expired)
140.982 Elimination Of Hospital Services For Persons Age Eighteen (18) And Older And Persons Married And Living With Spouse, Regardless Of Age (Emergency Expired)

TABLE A Medichuk Recommended Screening Procedures (Repealed)

TABLE B Geographic Areas
TABLE C Capital Cost Areas
TABLE D Schedule of Dental Procedures

TABLE E Time Limits for Processing of Prior Approval Requests
TABLE F Podiatry Service Schedule
TABLE G Travel Distance Standards

TABLE H Areas of Major Life Activity

TABLE I Staff Time and Allocation for Training Programs (Recodified)

TABLE J HSA Grouping (Repealed)

TABLE K Services Qualifying for 10% Add-On (Repealed)

TABLE L Services Qualifying for 10% Add-On to Surgical Incentive Add-On (Repealed)
TABLE M Enhanced Rates for Maternal and Child Health Provider Services

AUTHORITY: Implementing and authorized by Articles III, IV, V, VI and Section 12-13 of the Illinois Public Aid Code [305 ILCS 5/Arts. III, IV, V, VI and 12-13].

SOURCE: Adopted at 3 Ill. Reg. 24, p. 166, effective June 10, 1979; rule repealed and new rule adopted at 6 Ill. Reg. 8374, effective July 6, 1982; emergency amendment at 6 Ill. Reg. 8508, effective July 6, 1982, for a maximum of 150 days; amended at 7 Ill. Reg. 681, effective December 30, 1982; amended at 7 Ill. Reg. 7956, effective July 1, 1983; amended at 7 Ill. Reg. 8308, effective July 1, 1983; amended at 7 Ill. Reg. 8271, effective July 5, 1983; emergency amendment at 7 Ill. Reg. 8354, effective July 5, 1983, for a maximum of 150 days; amended at 7 Ill. Reg. 8540, effective July 15, 1983; amended at 7 Ill. Reg. 9382, effective July 22, 1983; amended at 7 Ill. Reg. 12868, effective September 20, 1983; peremptory amendment at 7 Ill. Reg. 15047, effective October 31, 1983; amended at 7 Ill. Reg. 17358, effective December 21, 1983; amended at 8 Ill. Reg. 254, effective December 21, 1983; emergency amendment at 8 Ill. Reg. 580, effective January 1, 1984, for a maximum of 150 days; codified at 8 Ill. Reg. 2483; amended at 8 Ill. Reg. 3012, effective February 22, 1984; amended at 8 Ill. Reg. 5262, effective April 9, 1984; amended at 8 Ill. Reg. 6785, effective April 27, 1984; amended at 8 Ill. Reg. 6983, effective May 9, 1984; amended at 8 Ill. Reg. 7258, effective May 16, 1984; emergency amendment at 8 Ill. Reg. 7910, effective May 22, 1984, for a maximum of 150 days; amended at 8 Ill. Reg. 7910, effective June 1, 1984; amended at 8 Ill. Reg. 10032, effective June 18, 1984; emergency amendment at 8 Ill. Reg. 10062, effective June 20, 1984, for a maximum of 150 days; amended at 8 Ill. Reg. 13343, effective July 17, 1984; amended at 8 Ill. Reg. 13779,

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effective July 24, 1984; Sections 140.72 and 140.73 recodified to 89 Ill. Adm. Code 141 at 8 Ill. Reg. 16354; amended (by adding sections being codified with no substantive change) at 8 Ill. Reg. 17899; peremptory amendment at 8 Ill. Reg. 18151, effective September 18, 1984; amended at 8 Ill. Reg. 21629, effective October 19, 1984; peremptory amendment at 8 Ill. Reg. 21677, effective October 24, 1984; amended at 8 Ill. Reg. 22097, effective October 24, 1984; peremptory amendment at 8 Ill. Reg. 22155, effective October 29, 1984; amended at 8 Ill. Reg. 23218, effective November 20, 1984; emergency amendment at 8 Ill. Reg. 23721, effective November 21, 1984, for a maximum of 150 days; amended at 8 Ill. Reg. 25067, effective December 19, 1984; emergency amendment at 9 Ill. Reg. 407, effective January 1, 1985, for a maximum of 150 days; amended at 9 Ill. Reg. 2697, effective February 22, 1985; amended at 9 Ill. Reg. 6235, effective April 19, 1985; amended at 9 Ill. Reg. 8677, effective May 28, 1985; amended at 9 Ill. Reg. 9564, effective June 5, 1985; amended at 9 Ill. Reg. 10025, effective June 26, 1985; emergency amendment at 9 Ill. Reg. 11403, effective June 27, 1985, for a maximum of 150 days; amended at 9 Ill. Reg. 11357, effective June 28, 1985; amended at 9 Ill. Reg. 12000, effective July 24, 1985; amended at 9 Ill. Reg. 12306, effective August 5, 1985; amended at 9 Ill. Reg. 13998, effective September 3, 1985; amended at 9 Ill. Reg. 14684, effective September 13, 1985; amended at 9 Ill. Reg. 15503, effective October 4, 1985; amended at 9 Ill. Reg. 16312, effective October 11, 1985; amended at 9 Ill. Reg. 19138, effective December 2, 1985; amended at 9 Ill. Reg. 19737, effective December 9, 1985; amended at 10 Ill. Reg. 238, effective December 27, 1985; emergency amendment at 10 Ill. Reg. 798, effective January 1, 1986, for a maximum of 150 days; amended at 10 Ill. Reg. 672, effective January 6, 1986; amended at 10 Ill. Reg. 1206, effective January 13, 1986; amended at 10 Ill. Reg. 3041, effective January 24, 1986; amended at 10 Ill. Reg. 6981, effective April 16, 1986; amended at 10 Ill. Reg. 7825, effective April 30, 1986; amended at 10 Ill. Reg. 8128, effective May 7, 1986; emergency amendment at 10 Ill. Reg. 8912, effective May 13, 1986, for a maximum of 150 days; amended at 10 Ill. Reg. 11440, effective June 20, 1986; amended at 10 Ill. Reg. 14714, effective August 27, 1986; amended at 10 Ill. Reg. 15211, effective September 12, 1986; emergency amendment at 10 Ill. Reg. 16729, effective September 18, 1986, for a maximum of 150 days; amended at 10 Ill. Reg. 18808, effective October 24, 1986; amended at 10 Ill. Reg. 19742, effective November 12, 1986; amended at 10 Ill. Reg. 21784, effective December 15, 1986; amended at 11 Ill. Reg. 698, effective December 19, 1986; amended at 11 Ill. Reg. 1418, effective December 31, 1986; amended at 11 Ill. Reg. 2323, effective January 16, 1987; amended at 11 Ill. Reg. 4002, effective February 25, 1987; Section 140.71 recodified to 89 Ill. Adm. Code 141 at 11 Ill. Reg. 4302; amended at 11 Ill. Reg. 4303, effective March 6, 1987; amended at 11 Ill. Reg. 7664, effective April 15, 1987; emergency amendment at 11 Ill. Reg. 9342, effective April 20, 1987, for a maximum of 150 days; amended at 11 Ill. Reg. 9169, effective April 28, 1987; amended at 11 Ill. Reg. 10903, effective June 1, 1987; amended at 11 Ill. Reg. 11528, effective June 22, 1987; amended at 11 Ill. Reg. 12011, effective June 30, 1987; amended at 11 Ill. Reg. 12290, effective July 6, 1987; amended at 11 Ill. Reg. 14048, effective August 14, 1987; amended at 11 Ill. Reg. 14771, effective August 25, 1987; amended at 11

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Ill. Reg. 16758, effective September 28, 1987; amended at 11 Ill. Reg. 17295, effective September 30, 1987; amended at 11 Ill. Reg. 18696, effective October 27, 1987; amended at 11 Ill. Reg. 20909, effective December 14, 1987; amended at 12 Ill. Reg. 916, effective January 1, 1988; emergency amendment at 12 Ill. Reg. 1960, effective January 1, 1988, for a maximum of 150 days; amended at 12 Ill. Reg. 5427, effective March 15, 1988; amended at 12 Ill. Reg. 6246, effective March 16, 1988; amended at 12 Ill. Reg. 6728, effective March 22, 1988; Sections 140.900 thru 140.912 and 140.912 and 140.912 Table I recodified to 89 Ill. Adm. Code 147.5 thru 147.205 and 147.205 and 147.205 Table B at 12 Ill. Reg. 6956; amended at 12 Ill. Reg. 6927, effective April 5, 1988; Sections 140.940 thru 140.972 recodified to 89 Ill. Adm. Code 149.5 thru 149.325 at 12 Ill. Reg. 7401; amended at 12 Ill. Reg. 7695, effective April 21, 1988; amended at 12 Ill. Reg. 10497, effective June 3, 1988; amended at 12 Ill. Reg. 10717, effective June 14, 1988; emergency amendment at 12 Ill. Reg. 11868, effective July 1, 1988, for a maximum of 150 days; amended at 12 Ill. Reg. 12509, effective July 15, 1988; amended at 12 Ill. Reg. 14271, effective August 29, 1988; emergency amendment at 12 Ill. Reg. 16921, effective September 28, 1988, for a maximum of 150 days; amended at 12 Ill. Reg. 16738, effective October 5, 1988; amended at 12 Ill. Reg. 17879, effective October 24, 1988; amended at 12 Ill. Reg. 18198, effective November 4, 1988; amended at 12 Ill. Reg. 19396, effective November 6, 1988; amended at 12 Ill. Reg. 19734, effective November 15, 1988; amended at 13 Ill. Reg. 125, effective January 1, 1989; amended at 13 Ill. Reg. 3069, effective February 14, 1989; amended at 13 Ill. Reg. 3351, effective March 6, 1989; amended at 13 Ill. Reg. 3917, effective March 17, 1989; amended at 13 Ill. Reg. 5115, effective April 3, 1989; amended at 13 Ill. Reg. 5718, effective April 10, 1989; amended at 13 Ill. Reg. 7025, effective April 24, 1989; Sections 140.850 thru 140.896 recodified to 89 Ill. Adm. Code 146.5 thru 146.225 at 13 Ill. Reg. 7040; amended at 13 Ill. Reg. 7786, effective May 20, 1989; Sections 140.94 thru 140.398 recodified to 89 Ill. Adm. Code 148.10 thru 148.390 at 13 Ill. Reg. 9572; emergency amendment at 13 Ill. Reg. 10977, effective July 1, 1989, for a maximum of 150 days; emergency expired November 28, 1989; amended at 13 Ill. Reg. 11516, effective July 3, 1989; amended at 13 Ill. Reg. 12119, effective July 7, 1989; Section 140.110 recodified to 89 Ill. Adm. Code 148.120 at 13 Ill. Reg. 12118; amended at 13 Ill. Reg. 12562, effective July 17, 1989; amended at 13 Ill. Reg. 14391, effective August 31, 1989; emergency amendment at 13 Ill. Reg. 15473, effective September 12, 1989, for a maximum of 150 days; amended at 13 Ill. Reg. 16992, effective October 16, 1989; amended at 14 Ill. Reg. 190, effective December 21, 1989; amended at 14 Ill. Reg. 2564, effective February 9, 1990; emergency amendment at 14 Ill. Reg. 3241, effective February 14, 1990, for a maximum of 150 days; emergency expired July 14, 1990; amended at 14 Ill. Reg. 4577, effective March 6, 1990, for a maximum of 150 days; emergency expired August 3, 1990; emergency amendment at 14 Ill. Reg. 5575, effective April 1, 1990, for a maximum of 150 days; emergency expired August 29, 1990; emergency amendment at 14 Ill. Reg. 5865, effective April 3, 1990, for a maximum of 150 days; amended at 14 Ill. Reg. 7141, effective April 27, 1990; emergency amendment at 14 Ill. Reg. 7249,

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effective April 27, 1990, for a maximum of 150 days; amended at 14 Ill. Reg. 10062, effective June 12, 1990; amended at 14 Ill. Reg. 10409, effective June 19, 1990; emergency amendment at 14 Ill. Reg. 12082, effective July 5, 1990, for a maximum of 150 days; amended at 14 Ill. Reg. 13262, effective August 6, 1990; emergency amendment at 14 Ill. Reg. 14184, effective August 16, 1990, for a maximum of 150 days; emergency amendment at 14 Ill. Reg. 14570, effective August 22, 1990, for a maximum of 150 days; amended at 14 Ill. Reg. 14826, effective August 31, 1990; amended at 14 Ill. Reg. 15366, effective September 12, 1990; amended at 14 Ill. Reg. 15981, effective September 21, 1990; amended at 14 Ill. Reg. 17279, effective October 12, 1990; amended at 14 Ill. Reg. 18057, effective October 22, 1990; amended at 14 Ill. Reg. 18508, effective October 30, 1990; amended at 14 Ill. Reg. 18813, effective November 6, 1990; amended at 14 Ill. Reg. 20478, effective December 7, 1990; amended at 14 Ill. Reg. 20729, effective December 12, 1990; amended at 15 Ill. Reg. 298, effective December 28, 1990; emergency amendment at 15 Ill. Reg. 592, effective January 1, 1991, for a maximum of 150 days; amended at 15 Ill. Reg. 1051, effective January 18, 1991; Section 140.569 withdrawn at 15 Ill. Reg. 1174; amended at 15 Ill. Reg. 6220, effective April 18, 1991; amended at 15 Ill. Reg. 6534, effective April 30, 1991; amended at 15 Ill. Reg. 8264, effective May 23, 1991; amended at 15 Ill. Reg. 8972, effective June 17, 1991; amended at 15 Ill. Reg. 10114, effective June 21, 1991; amended at 15 Ill. Reg. 10468, effective July 1, 1991; amended at 15 Ill. Reg. 11176, effective August 1, 1991; emergency amendment at 15 Ill. Reg. 11515, effective July 25, 1991, for a maximum of 150 days; emergency expired December 22, 1991; emergency amendment at 15 Ill. Reg. 12919, effective August 15, 1991, for a maximum of 150 days; emergency expired January 12, 1992; emergency amendment at 15 Ill. Reg. 16366, effective October 22, 1991, for a maximum of 150 days; amended at 15 Ill. Reg. 17318, effective November 18, 1991; amended at 15 Ill. Reg. 17733, effective November 22, 1991; emergency amendment at 16 Ill. Reg. 300, effective December 20, 1991, for a maximum of 150 days; amended at 16 Ill. Reg. 174, effective December 24, 1991; amended at 16 Ill. Reg. 1877, effective January 24, 1992; amended at 16 Ill. Reg. 3552, effective February 28, 1992; amended at 16 Ill. Reg. 4006, effective March 6, 1992; amended at 16 Ill. Reg. 6408, effective March 20, 1992; amended at 16 Ill. Reg. 6849, effective April 7, 1992; amended at 16 Ill. Reg. 7017, effective April 17, 1992; amended at 16 Ill. Reg. 10050, effective June 5, 1992; amended at 16 Ill. Reg. 11174, effective June 26, 1992; expedited correction at 16 Ill. Reg. 11348, effective March 20, 1992; emergency amendment at 16 Ill. Reg. 11947, effective July 10, 1992, for a maximum of 150 days; amended at 16 Ill. Reg. 12186, effective July 24, 1992; emergency amendment at 16 Ill. Reg. 13337, effective August 14, 1992, for a maximum of 150 days; emergency amendment at 16 Ill. Reg. 15109, effective September 21, 1992, for a maximum of 150 days; amended at 16 Ill. Reg. 15561, effective September 30, 1992; emergency amendment at 16 Ill. Reg. 17302, effective November 2, 1992; emergency amendment at 16 Ill. Reg. 18097, effective November 17, 1992, for a maximum of 150 days; amended at 16 Ill. Reg. 19146, effective December 1, 1992; amended at 16 Ill. Reg. 19879, effective December 7, 1992; amended at 17 Ill. Reg. 837, effective January 11, 1993; amended at 17 Ill. Reg. 1112, effective January 15, 1993; amended at 17 Ill. Reg. 2290, effective February 15, 1993; amended at 17

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Ill. Reg. 2951, effective February 17, 1993; amended at 17 Ill. Reg. 3421, effective February 19, 1993; amended at 17 Ill. Reg. 6196, effective April 5, 1993; amended at 17 Ill. Reg. 6839, effective April 21, 1993; amended at 17 Ill. Reg. 7004, effective May 17, 1993; expedited correction at 17 Ill. Reg. 7078, effective December 1, 1992; emergency amendment at 17 Ill. Reg. 11201, effective July 1, 1993, for a maximum of 150 days; emergency amendment at 17 Ill. Reg. 15162, effective September 2, 1993, for a maximum of 150 days; emergency amendment at 17 Ill. Reg. 18152, effective October 1, 1993, for a maximum of 150 days; amended at 17 Ill. Reg. 18571, effective October 8, 1993; emergency amendment at 17 Ill. Reg. 18611, effective October 1, 1993, for a maximum of 150 days; emergency amendment suspended effective October 1, 1993; amended at 17 Ill. Reg. 20999, effective November 24, 1993; emergency amendment repealed at 17 Ill. Reg. 22583, effective December 20, 1993; amended at 18 Ill. Reg. 3620, effective February 28, 1994; amended at 18 Ill. Reg. 4250, effective March 4, 1994; amended at 18 Ill. Reg. 5951, effective April 1, 1994; emergency amendment at 18 Ill. Reg. 10922, effective July 1, 1994, for a maximum of 150 days; emergency amendment suspended, effective November 15, 1994; emergency amendment repealed at 19 Ill. Reg. 5839, effective April 4, 1995; amended at 18 Ill. Reg. 11244, effective July 1, 1994; amended at 18 Ill. Reg. 14126, effective August 29, 1994; amended at 18 Ill. Reg. 16675, effective November 1, 1994; amended at 18 Ill. Reg. 18059, effective December 19, 1994; amended at 19 Ill. Reg. 1082, effective January 20, 1995; amended at 19 Ill. Reg. 2933, effective March 1, 1995; emergency amendment at 19 Ill. Reg. 3529, effective March 1, 1995, for a maximum of 150 days; amended at 19 Ill. Reg. 5663, effective April 1, 1995; amended at 19 Ill. Reg. 7919, effective June 5, 1995; emergency amendment at 19 Ill. Reg. 8455, effective June 9, 1995, for a maximum of 150 days; emergency amendment at 19 Ill. Reg. 9297, effective July 1, 1995, for a maximum of 150 days; emergency amendment at 19 Ill. Reg. 10252, effective July 1, 1995, for a maximum of 150 days; amended at 19 Ill. Reg. 13019, effective September 5, 1995; amended at 19 Ill. Reg. 14440, effective September 29, 1995; emergency amendment at 19 Ill. Reg. 14833, effective October 6, 1995, for a maximum of 150 days; amended at 19 Ill. Reg. 15441, effective October 26, 1995; amended at 19 Ill. Reg. 15692, effective November 6, 1995; amended at 19 Ill. Reg. 16677, effective November 28, 1995; amended at 20 Ill. Reg. 1210, effective December 29, 1995; amended at 20 Ill. Reg. 4345, effective March 4, 1996; amended at 20 Ill. Reg. 5858, effective April 5, 1996; amended at 20 Ill. Reg. 6929, effective May 6, 1996; amended at 20 Ill. Reg. 7922, effective May 31, 1996; amended at 20 Ill. Reg. 9081, effective June 28, 1996; emergency amendment at 20 Ill. Reg. 9312, effective July 1, 1996, for a maximum of 150 days; amended at 20 Ill. Reg. 11332, effective August 1, 1996; amended at 20 Ill. Reg. 14845, effective October 31, 1996; emergency amendment at 21 Ill. Reg. 705, effective December 31, 1996, for a maximum of 150 days; emergency amendment at 21 Ill. Reg. 3734, effective March 5, 1997, for a maximum of 150 days; amended at 21 Ill. Reg. 4777, effective April 2, 1997; amended at 21 Ill. Reg. 6899, effective May 23, 1997; amended at 21 Ill. Reg. 9763, effective July 15, 1997; amended at 21 Ill. Reg. 11569, effective August 1, 1997; emergency amendment at 21 Ill. Reg. 13857, effective October 1, 1997, for a maximum of 150 days; amended at 22 Ill. Reg. 1416, effective December 29, 1997; amended

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at 22 Ill. Reg. 4412, effective February 27, 1998; amended at 22 Ill. Reg. 7024, effective April 1, 1998; amended at 22 Ill. Reg. 10606, effective June 1, 1998; emergency amendment at 22 Ill. Reg. 13117, effective July 1, 1998, for a maximum of 150 days; amended at 22 Ill. Reg. 16302, effective August 28, 1998; amended at 22 Ill. Reg. 18979, effective September 30, 1998; amended at 22 Ill. Reg. 19898, effective October 30, 1998; emergency amendment at 22 Ill. Reg. 22108, effective December 1, 1998, for a maximum of 150 days, emergency expired April 29, 1999; amended at 23 Ill. Reg. 5796, effective April 30, 1999; amended at 23 Ill. Reg. 7122, effective June 1, 1999; emergency amendment at 23 Ill. Reg. 8236, effective July 1, 1999, for a maximum of 150 days; amended at 23 Ill. Reg. 9874, effective August 3, 1999; amended at 23 Ill. Reg. 12697, effective October 1, 1999; amended at 23 Ill. Reg. 13646, effective November 1, 1999; amended at 23 Ill. Reg. 14567, effective December 1, 1999; amended at 24 Ill. Reg. 661, effective January 3, 2000; amended at 24 Ill. Reg. 10277, effective July 1, 2000; emergency amendment at 24 Ill. Reg. 10436, effective July 1, 2000, for a maximum of 150 days; amended at 24 Ill. Reg. 15086, effective October 1, 2000; amended at 24 Ill. Reg. 18320, effective December 1, 2000; emergency amendment at 24 Ill. Reg. 19344, effective December 15, 2000, for a maximum of 150 days; amended at 25 Ill. Reg. 3897, effective March 1, 2001; amended at 25 Ill. Reg. 6665, effective May 11, 2001; amended at 25 Ill. Reg. 8793, effective July 1, 2001; emergency amendment at 25 Ill. Reg. 8850, effective July 1, 2001, for a maximum of 150 days; amended at 25 Ill. Reg. 11880, effective September 1, 2001; amended at 25 Ill. Reg. 12820, effective October 8, 2001; amended at 25 Ill. Reg. 14957, effective November 1, 2001; emergency amendment at 25 Ill. Reg. 16127, effective November 28, 2001, for a maximum of 150 days.

SUBPART D: PAYMENT FOR NON-INSTITUTIONAL SERVICES

Section 140.462 Covered Services in Clinics
EMERGENCY

Payment shall be made to clinics for the following types of services when provided by, or under the direction of, a physician:

- a) Hospital-Based Organized Clinics based-organized-clinics
 - 1) With respect to those hospital-based organized clinics that qualify as Maternal and Child Health clinics, as described in Section 140.461(f)(1), covered services are those described in subsection (a) below, as appropriate.
 - 2) With respect to all other hospital-based organized clinics, covered services are those described in 89 Ill. Adm. Code 148.
- b) Encounter Rate Clinics rate-clinics
 - 1) With respect to those encounter rate clinics that qualify as Maternal and Child Health providers, as described in Section 140.924(a)(2)(B), covered services are those described in Section 140.922.
 - 2) With respect to all other encounter rate clinics, covered services are medical services which provide for the continuous

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health care needs of persons who elect to use this type of service.

c) Rural Health Clinics health-clinics

Those core services for which the clinic or center may bill an encounter as described in 42 CFR 440.90 (2000) are as follows:

1) Physician's services, including covered services of nurse practitioners, nurse midwives and physician-supervised physician assistants.

2) Other services for which a separate encounter may be billed include dentist and behavioral health services defined as clinical psychologist or clinical social worker services.

3a) Medically-necessary services and supplies furnished by or under the direction of a physician or dentist within the scope of licensed practice that have been included in the cost report but neither fee-for-service nor encounter billings may be billed. Some examples of these as--an--incident--to---a---physician's professional services include:-

A) medical case management;

B) laboratory services;

C) occupational therapy;

D) patient transportation;

E) pharmacy services;

F) physical therapy;

G) podiatric services;

H) speech and hearing services;

I) x-ray services;

J) health education;

K) nutrition services;

L) optometric services.

4) A rural health clinic (RHC) that adds behavioral health services or dental services on or after October 1, 2001, must notify the Department in writing. These services are to be billed as an encounter with a procedure code that appropriately identifies the service provided.

5) Any service that is no longer provided on or after October 1, 2001, or any new service added on or after October 1, 2001, must be communicated to the Department in writing prior to billing for the services.

6) Effective January 1, 2001, the Medicare, Medicaid and SCHIP Benefits Improvement and Protection Act (BIPA) precludes fee-for-service billing for any RHC services.

d) Federally Qualified Health Centers

Those core covered services for which the are-the-following--services--when--delivered--in--a clinic or center may bill an encounter setting as described in 42 CFR 440.90 (2000+989) are as follows:

1) Physician's services, including covered services of nurse midwives, nurse practitioners and physician-supervised physician assistants, 7-and

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- 2) Other services for which separate encounters may be billed include dentists and behavioral health services defined as clinical psychologists or clinical social worker services.
- 32) Medically-necessary services and supplies furnished by or under the direction of a physician or dentist within the scope of licensed practice have been included in the cost report but neither fee-for-service nor encounter billings may be billed. Some examples of these services include, including:
- A) medical case management;
 - B) laboratory services;
 - C) occupational therapy;
 - D) patient transportation;
 - E) pharmacy services;
 - F) physical therapy;
 - G) podiatric services for persons under 21 years-of-age;
 - H) optometric services psychological services;
 - I) services--required--to-be-provided-by-Section-329-330-or-340 of-the-Public-Health-Service-Act;
 - J) speech and hearing services;
 - K) x-ray services;
 - L) health education;
 - M) dental services-for-persons-under-21-years-of-age-and nutrition services.
 - N) A federally qualified health center (FQHC) that adds behavioral health services or dental services on or after October 1, 2001, must notify the Department in writing. These services are to be billed as an encounter with a procedure code that appropriately identifies the service.
- 5) Any service that is no longer provided on or after October 1, 2001, or any new service added on or after October 1, 2001, must be communicated to the Department in writing.
- 6) Effective January 1, 2001, the Medicare, Medicaid and SCHIP Benefits Improvement and Protection Act (BIPA) precludes fee-for-service billings for any FQHC services provided.
- e) Maternal and Child Health Clinics
- Payment shall be made to the Maternal and Child Health clinics identified in Section 140.461(f)(1) for the following services when provided by, or under the direction of, a physician:
- 1) In the case of clinics described in Sections 140.461(f)(1)(A) and 140.461(f)(1)(B), primary care services delivered by the clinic, which must include, but are not necessarily limited to:
 - A) Early, periodic, screening, diagnostic, and treatment (EPSDT) services as defined in Section 140.485;
 - B) Childhood risk assessments to determine potential need for mental health and substance abuse assessment and/or treatment;
 - C) Regular immunizations for the prevention of childhood diseases;

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- D) Follow-up ambulatory medical care deemed necessary, recommended, or prescribed by a physician as a result of an EPSDT screening;
 - E) Routine prenatal care, including risk assessment, for pregnant women; and
 - F) Specialty care as medically needed.
- 2) In the case of clinics described in Section 140.461(f)(1)(C), primary care and specialty services delivered by the clinic, which must include, but are not necessarily limited to:
- A) Prenatal care, including risk assessment (one risk assessment per pregnancy);
 - B) All ambulatory treatment services deemed medically necessary, recommended, or prescribed by a physician as the result of the assessment; and
 - C) Services to pregnant women with diagnosed substance abuse or addiction problems.
- 3) In the case of clinics described in Section 140.461(f)(1)(D):
- A) Comprehensive medical and referral services.
 - B) Primary care services, which must include, but are not necessarily limited to:
 - i) early, periodic, screening, diagnostic, and treatment (EPSDT) services as defined in Section 140.485;
 - ii) regular immunizations for the prevention of childhood diseases; and
 - iii) follow-up ambulatory medical care deemed necessary, recommended, or prescribed by a physician as the result of an EPSDT screening.
 - C) Pediatric specialty services, which must include, at a minimum, necessary treatment for:
 - i) asthma,
 - ii) congenital heart disease,
 - iii) diabetes, and
 - iv) sickle cell anemia.
 - D) Ambulatory treatment for other medical conditions as specified in the center's certificate application and as approved by the Department.
- f) School Based/Linked Health Clinics (Centers)
- Covered services are the following services, when delivered in a school based/linked health center setting as described in Section 140.461(g):
- 1) Basic medical services: well child or adolescent exams, consisting of a comprehensive health history, complete physical assessment, screening procedures and age appropriate anticipatory guidance; immunizations; EPSDT services; diagnosis and treatment of acute illness and injury; basic laboratory tests; prescriptions and dispensing of commonly used medications for identified health conditions, in accordance with Medical Practice and Pharmacy Practice Acts; and acute management and on-going

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monitoring of chronic conditions, such as asthma, diabetes and seizure disorders.

- 2) Reproductive health services: gynecological exams; diagnosis and treatment of sexually transmitted diseases; family planning; prescribing and dispensing of birth control or referral for birth control services; pregnancy testing; treatment or referral for prenatal and postpartum care; and cancer screening.

(Source: Amended by emergency rulemaking at 25 Ill. Reg. 16127, effective November 28, 2001, for a maximum of 150 days)

Section 140.463 Clinic Service Payment EMERGENCY

a) Definitions

"Behavioral Health Services", for the purposes of this Section, means services provided by a licensed clinical psychologist or licensed clinical social worker.

"Center", for the purposes of this Section, means both a federally qualified health center and a rural health clinic.

"Federally Qualified Health Center" (FQHC) means a health care provider that receives a grant under Section 330 of the Public Health Service Act (Public Law 78-410) or has been determined to meet the requirements for receiving such a grant by the Health Resources and Services Administration, U.S. Department of Health and Human Services.

"Rural Health Clinic" (RHC) means a health care provider that has been designated by the Public Health Service, U.S. Department of Health and Human Services, or by the Governor, and approved by the Public Health Service, in accordance with the Rural Health Clinics Act (Public Law 95-210) to be an RHC.

b) Reimbursement

The Center will be reimbursed under a prospective payment system for 100 percent of the average of the costs that are reasonable and related to the cost of furnishing such services by the Center in accordance with the provisions of federal law (42 USC 1396a(aa)). Baseline payment rates will be determined individually for each enrolled Center. Once determined, the baseline payment rate will be adjusted annually using the Medicare Economic Index (MEI). Payment for services provided on or after January 1, 2001, shall be made using specific rates for each Center as specified in this Section.

1) Baseline Payment Rates

- A) For each Center, the Department will calculate a baseline medical encounter rate and, for each Center that is enrolled

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with the Department to provide Behavioral Health Services or dental services, the Department will calculate a baseline Behavioral Health Services or dental encounter rate, using the methodology specified in this subsection (b). The cost basis for the baseline rates shall be drawn from individual Center cost reports for Center fiscal years ending in 1999 and 2000 or, in the instance of a Center that did not operate during the entirety of those periods, cost reports that cover the portions of those periods during which the Center was in operation.

B) The baseline payment rates shall be based upon allowable costs, reported by the Center, that are determined by the Department to be reasonable and efficient. The method for determining allowable cost factors is similar to that used for Medicare (42 USC 1395g), with the following significant differences. The Department's methodology shall:

- i) Consider costs associated with services not covered under Medicare (e.g., pharmacy, patient transportation, medical case management, health education, nutritional counseling).
- ii) Apply reasonable constraints on allowable cost, as described in subsection (b)(10) of this Section.
- iii) Apply reasonable constraints on the total cost per encounter.

C) The baseline payment rates for a Center shall be the average (arithmetic mean) of the annual reasonable costs per encounter, calculated separately for each of the fiscal years for which cost report data must be submitted using the methodology specified in subsections (b)(2), (3) and (4) of this Section for the medical encounter rate, dental encounter rate, and Behavioral Health Services encounter rate, respectively.

2) Annual Reasonable Cost Per Medical Encounter

A) The annual reasonable cost per medical encounter shall be the lesser of:

- i) The annual cost per encounter, as calculated in subsection (b)(2)(D) of this Section; or
- ii) The reasonable cost of providing a medical encounter, which shall be 105 percent of the statewide median of the calculated annual costs per encounter for FQHCs or RHCs, as the case may be.

B) The core services component.

The core services component is the sum of the following two components:

- i) The allowable direct cost per encounter, which is the quotient of the allowable direct cost, as defined in subsection (b)(1)(B) of this Section, for core services divided by the greater of the number of

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encounters reported by direct staff (e.g., staff specified in subsection (b)(10)(A) and, for the determination of encounter payment rates effective prior to January 1, 2002, subsection (b)(10)(C)); or the number of encounters resulting from the application of the minimum efficiency standards found in subsections (b)(10)(A) and (b)(10)(C); and

ii) The allowable overhead cost per encounter, which is the product of the allowable direct cost per encounter multiplied by the Center's allowable overhead rate factor.

C) Supplemental services component.

The supplemental services component is the sum of the following two components:

- i) The allowable supplemental cost per encounter, which is the quotient of the cost of services (e.g., pharmacy, patient transportation, medical case management, health education, nutritional counseling), excepting core services, dental services and, effective January 1, 2002, Behavioral Health Services, provided by the Center, divided by the greater of the number of encounters reported by direct staff; or the number of encounters resulting from application of the minimum productivity standards found in subsections (b)(10)(A) and (b)(10)(C) of this Section; and
- ii) The allowable overhead cost per encounter, which is the product of the allowable supplemental cost per encounter multiplied by the Center's allowable overhead rate factor.

D) Annual cost per encounter.

The annual cost per medical encounter is the sum of the core services component, as determined in subsection (b)(2)(B) of this Section, and the supplemental services component, as determined in subsection (b)(2)(C).

3) Annual Reasonable Cost Per Dental Encounter

A) The annual reasonable cost per dental encounter shall be the lesser of:

- i) The annual cost per encounter, as calculated in subsection (b)(3)(B) of this Section; or
- ii) The reasonable cost of providing a dental encounter, which shall be 105 percent of the Statewide median of the calculated annual costs per encounter for FQHCs or RHCs, as the case may be.

B) Annual cost per encounter.

The annual cost per encounter is the sum of the following two components:

- i) The allowable direct cost per encounter, which is the quotient of the allowable direct dental cost, as

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defined in subsection (b)(1)(B), divided by the greater of the number of encounters reported by direct dental staff; or the number of encounters resulting from the application of the minimum efficiency standard found in subsection (b)(10)(B); and

ii) The allowable overhead cost per encounter, which is the product of the allowable direct cost per encounter multiplied by the Center's allowable overhead rate factor.

4) Annual Reasonable Cost Per Behavioral Health Service Encounter

Effective for services provided on or after January 1, 2002, a separate annual reasonable cost per Behavioral Health Service encounter shall be determined.

A) The annual reasonable cost per Behavioral Health Service encounter shall be the lesser of the following:

- i) The annual cost per encounter, as calculated in subsection (b)(4)(B) of this Section.
- ii) The reasonable cost of providing a Behavioral Health Service encounter, which shall be 105 percent of the Statewide median of the calculated annual cost per encounter for FQHCs or RHCs, as the case may be.

B) Annual cost per encounter.

The annual cost per encounter is the sum of the following two components:

- i) The allowable direct cost per encounter, which is the quotient of the allowable direct cost for Behavioral Health Services, as defined in subsection (b)(1)(B) of this Section, divided by the greater of the number of encounters reported by direct behavioral health staff; or the number of encounters resulting from the application of the minimum efficiency standard found in subsection (b)(10)(C); and

- ii) The allowable overhead cost per encounter, which is the product of the allowable direct cost per encounter multiplied by the Center's allowable overhead rate factor.

5) For any individual eligible under the medical assistance programs, a Center may bill only one medical encounter, one dental encounter, and one behavioral health encounter per day. A Center will be reimbursed for a service only if it has enrolled with the Department to provide that service.

6) Claims submitted to the Department must identify all services provided during the encounter.

7) Cost Basis

Each Center must annually complete a cost report, in a format specified by the Department, for the Center's fiscal year. Each FQHC must also annually submit a copy of financial statements audited by an independent Certified Public Accountant. The cost

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report and audited financial statements must be filed with the Department within 180 days after the close of the Center's fiscal year, except for cost reports and audited financial statements for Center fiscal years 1999 and 2000 which, in the case of FQHCs, must be filed with the Department no later than November 30, 2001, and in the case of RHCs, must be filed no later than March 30, 2002. Except for the first year during which the Center begins operations, the cost report must cover a full fiscal year ending on June 30 or other fiscal year that has been approved by the Department. Payments will be withheld from any Center that has not submitted the cost report by the applicable filing date, and no payments will be made until such time as the reports or audited statements are received and approved by the Department.

- 8) Establishment of Initial Year Payment Amount for a New Center For any Center that begins operation on or after January 1, 2001, the payment rate per encounter shall be the median of the payment rates per encounter of neighboring FQHCs or RHCs with similar caseloads, as determined by the Department. If the Department determines that there are no such comparable Centers, then the rate per encounter shall be the median of the payment rates per encounter Statewide for all FQHCs or RHCs, as the case may be.

9) Rate AdjustmentsA) Initial rate determinations.

- i) On or about January 1, 2002, the Department shall determine the medical and dental encounter rates for each participating FQHC. These rates shall be paid for services provided on or after January 1, 2001. Claims submitted and adjudicated prior to the entry of these rates into the Department's claims processing system shall be reconciled for each affected FQHC.

- ii) On or about January 1, 2003, the Department shall determine the medical and dental encounter rates for each participating RHC. These rates shall be paid for services provided on or after January 1, 2001. Claims submitted and adjudicated prior to the entry of these rates into the Department's claims processing system shall be reconciled for each affected RHC.

B) Annual adjustment.

- i) Beginning January 1, 2002, and annually thereafter, except as specified in subsection (b)(9)(B)(ii) of this Section, the Department will adjust baseline rates by the most recently available MEI. The adjusted rates shall be paid for services provided on or after the date of adjustment.

- ii) In the instance of a Center that provided Behavioral Health Services prior to January 1, 2002, for the purpose of applying the January 1, 2002, adjustment by

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the most recently available MEI, the baseline medical services encounter rate applicable for services provided from January 1, 2001, through December 31, 2001, shall be redetermined after removal of costs and encounters attributable to Behavioral Health Services.

- C) Scope of service adjustment.
If a Center significantly changes its scope of services, the Center may request that new baseline encounter rates be determined. Adjustments to encounter rates will be made only if the change in the scope of services results in the inclusion of Behavioral Health Services or dental services or a difference of at least five percent from the Center's current rate. The Department may initiate a rate adjustment, based on audited financial statements or cost reports, if the scope of services has been modified to include Behavioral Health Services or dental services or would otherwise result in a change of at least five percent from the Center's current rate.

10) Reasonable Cost Considerations

The following minimum efficiency standards will be applied to determine reasonable cost:

A) Medical direct care productivity.

The Center must average 4,200 encounters annually per full-time equivalent (FTE) for physicians and 2,100 encounters per FTE for mid-level health care staff (i.e., physician assistants, nurse practitioners, specialized nurse practitioners and nurse midwives).

B) Dental direct care productivity.

The Center must average 1.5 encounters per hour per FTE for dentists.

C) Behavioral health direct care productivity.

The Center must average 4,200 annual encounters per FTE for licensed clinical psychologists and licensed clinical social workers.

D) Guideline for non-physician health care staff.

The maximum ratio of staff is four FTE non-physician health care staff for each FTE staff subject to the direct care productivity standards in subsections (b)(10)(A) and (B) of this Section.

E) Allowable overhead.

The maximum Medicaid allowable overhead cost is 35 percent of allowable total cost.

11) Adjustments for Medical Services Paid for by a Managed Care Organization (MCO)

The Department shall make payment adjustments to a Center if it provides care through a contractual arrangement with a Medicaid MCO and is reimbursed an amount, reported to the Department, that is less than the minimum payment required in 42 USC 1396a(aa).

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The amount of any such payment adjustment shall be at a fixed annual rate as determined by the Department. For each Center so eligible, a payment adjustment shall take into consideration the total payments made by the MCO to the Center (including all payments made on a service-by-service, encounter or capitation basis). In the event that Center cost data related to MCO services are unavailable to the Department, an estimate of such costs may be used that takes into consideration other relevant data. Adjustments will be made, at least quarterly, only for Medicaid eligible services. All such services must be defined in a contract between the Center and the MCO. Such contracts must be made available to the Department.

12) Audits

All cost reports will be audited by the Department. The Center will be advised of any adjustment resulting from these audits.

13) Alternate Payment Methodology for Government-Operated Centers

A) A Center operated by a State or local government agency may elect to be reimbursed under the alternate payment methodology described in this subsection (b)(13).

B) The State or local government agency shall enter into an interagency or intergovernmental agreement, as appropriate, with the Department that specifies the responsibilities of the two parties with respect to services provided by the Center and the funding of those services.

C) The Center operated by a State or local government agency shall be reimbursed by the Department on a per encounter basis according to the provisions of subsections (b)(1) through (11) of this Section.

D) The State or local government agency shall certify the expenditure of public funds in excess of reimbursement received from the Department, under subsection (b)(13)(C) of this Section, and any reimbursement from other payers (e.g., an insurance company, a managed care organization) for services provided to individuals eligible for medical assistance programs administered by the Department, provided the funds were not derived from a federal funding source or were not otherwise used as a State or local match for federal funds. The certification shall be in the form and format specified by the Department. The certification shall be filed within 30 days after the submission of the annual cost report. The certification shall compare expenditures within that cost reporting period to payments received or receivable for that same period.

E) The certified expenditures shall be used by the Department to claim federal financial participation. Federal funds resulting from the claiming of the certified expenditures shall be distributed, according to the provisions of the agreement referenced in subsection (b)(13)(B) of this

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Section, to the State or the government agency that operates the Center that provided the services.

14) Alternate Payment Methodology for Certain Qualifying Centers

A) No later than 30 days after the initial rate determination specified in subsection (b)(9)(A) of this Section, the Department shall determine the eligibility of each Center for this alternate payment methodology. A Center will qualify for this alternate payment methodology if the Department's estimate of the total amount to be paid to the Center for services provided during the 12-month period ending December 31, 2001, under the reimbursement policy and rates in effect prior to the initial rate determination, is greater than the total amount that will be paid for those same services under the initial rates. The Department shall notify each qualifying Center, in writing, of the result of this determination.

B) A qualifying Center may, for services provided from January 1, 2002, through December 31, 2002, elect to be reimbursed under the alternate payment methodology described in this subsection (b)(14). A qualifying Center must notify the Department, in writing, no later than 30 days after the date of the written notification from the Department, of its election to be reimbursed under this alternative payment methodology.

C) A Center electing this alternative payment system shall be reimbursed by the Department on a per encounter basis according to the provisions of subsections (b)(1) through (11) of this Section, except the medical encounter payment rate shall be increased by an amount equal to twice the quotient resulting from the Department's estimate of the difference between the total amount to be paid to the Center for services provided during the 12-month period ending December 31, 2001, under the initial rates as determined in subsection (b)(9)(A); and the total amount that would have been paid under the payment rates in effect prior to the initial rate determination, divided by the Department's estimate of total medical encounters during the 12-month period ending December 31, 2001.

15) Alternate Behavioral Health Payment Methodology for Certain Qualifying Centers

Centers that are certified by the Department of Human Services, Office of Mental Health, or the Department of Children and Family Services to provide Behavioral Health Services may elect an alternate payment methodology for their Behavioral Health Services. An election of this alternate payment methodology will allow the Centers to be reimbursed under the provisions of 59 Ill. Adm. Code 132 for Behavioral Health Services provided. A qualifying Center must notify the Department in writing, no later

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than 30 days after the date of the written notification from the Department, of its election to be reimbursed under this alternate payment methodology.

- 16) All service sites operated by a Center shall be reimbursed using the Center's established encounter rates, except in the instance where the site submitted separate cost reports for fiscal years in 1999 and 2000 and separate baseline rates were determined for the site.

a) Hospital-Based-Organized-Clinics

- 1) With respect to those hospital-based-organized-clinics that qualify as Maternal and Child Health Clinics, as described in Section 140.461(f)(1), payment shall be in accordance with Section 140.930.

- 2) With respect to all other hospital-based-organized-clinics, payment shall be in accordance with 89 Ill. Adm. Code 140.140.

b) Encounter-Rate-Clinics

- 1) For encounter-rate-clinics providing comprehensive health care for women and infants or encounter-rate-clinics operated by a county with a population of over three million, payment shall be made at the lesser of:

A) \$50 per encounter; or

B) The clinic's charge to the general public.

- 2) For all other encounter-rate-clinics, payment shall be made at the lesser of:

A) The clinic's approved all-inclusive interim-per-encounter rate as of May 17, 1997;

B) \$50 per encounter; or

C) The clinic's charge to the general public.

c) Federally-Qualified-Health-Centers-(FQHC)

1) Medical-Encounter-Rate

A) Payment for services rendered after March 31, 1997, shall be made at an individual all-inclusive prospective-per-diem rate calculated on the basis of the Department's encounter rate methodology and audited provider fiscal information reported on the Medicaid Preexisting Provider Financial Information Health-Center Worksheet (Health-Care-Financing Administration Form 242) as supplemented by FQHC Medicaid Supplemental Schedules A, B, and C reflecting the actual costs of delivering encounter services as listed in Section 140.462(d)(2).

B) All cost reports will be audited by the Department to determine allowable costs for rate setting. The provider will be advised of any adjustments resulting from these audits.

C) New rates effective each July 1 will be based on certified cost information from the provider's most recently audited fiscal year.

B) Allowable costs will be updated to the midpoint of the rate

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year-by-an-inflation-factor-derived-from-published-economic indices.

- B) Interim-payment-for-covered-services-rendered-by-FQHCs enrolled as of March 31, 1997, for which no audited costs are available shall be made at the individual FQHC rate in effect on March 31, 1997, as established by the Department.
- F) Interim-payment-for-covered-services-rendered-by-FQHCs enrolled between March 31, 1997, and January 17, 1997, shall be made at the higher of:

- 1) the provider's approved Medicare rate established by the designated federal intermediary for Rural Health Center or Federally-Funded Health-Center Services; or
- 2) the 75th percentile of the statewide range of the Department's established encounter-clinic rates (as defined in subsection (a) of this Section as of March 31, 1997).

- G) Payment shall be made at the interim rate to FQHCs enrolled before January 17, 1997, for covered services rendered from the later of the date of enrollment or April 17, 1997, until the certified date of provider receipt of the cost-based rate established by the Department for that provider.

- H) When an individual cost-based rate has been established by the Department in accordance with the method described in subsection (c)(1)(A) of this Section, the Department shall reconcile interim payments made for covered services:

- 1) Rate retroactivity from April 17, 1997, will only apply to clinics enrolled as of March 31, 1997, which submit an application to the Public Health Service for Federally-Qualified Health-Center status by November 17, 1997, and are subsequently designated as federally qualified;

2) If the cost-based rate is higher than the interim rate, the Department shall pay the provider the rate differential for each claim paid at the interim rate.

3) If the cost-based rate is lower than the interim rate, the provider shall refund to the Department the rate differential for each claim paid at the interim rate either by direct payment to the Department or as a credit applied against future service claims.

- I) Interim-payment-for-covered-services-rendered-by-FQHCs enrolled on or after January 17, 1997, shall be made at the higher of:

1) the provider's approved Medicare rate established by the designated federal intermediary for Rural Health Centers and Federally-Funded Health-Center Services; or

2) the median of the statewide range of the Department's established cost-based FQHC rates in effect at the

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time-of-enrollment.

- 3) Payment shall be made at the interim rate for Centers enrolled on or after January 1, 1991 for covered services rendered between the date of enrollment and 30 days after the date of Department receipt of the complete and correct cost report of the provider. Payment for covered medical services rendered by the provider 30 days after Department receipt of the provider's complete and correct cost report will be made at the rate determined on the basis of the submitted cost report and the Department's PQHC rate methodology.
- 4) If the PQHC has not submitted the required audited fiscal information on the forms specified in subsection (e)(1)(A) of this Section within 90 days after the certified date of receipt of the forms, the Department may suspend payment for covered medical services until the required information is received by the Department, unless the enrolled Center has been in operation less than one year and has no audited cost history.
- 5) Enrolled PQHCs which have been in operation less than one year and have no audited cost history must submit required audited fiscal information reflecting the first six months of operation on the forms specified in subsection (c)(1)(A) of this Section within 90 days after the later of the end of the sixth month of operation or the certified mail date of receipt of the forms. The rate calculated from these costs will be in effect for services rendered on and after the first day of the month following the month of receipt of the required fiscal information by the Department.
- 6) The Department will not process a claim for payment of PQHC services rendered after June 30, 1990 that does not indicate all individual medical services delivered during the encounter by procedure code.
- 7) Dental Encounter Rate
- A) Payment for dental services rendered after March 31, 1990 shall be made at an individual all-inclusive prospective per diem rate calculated on the basis of the Department's encounter rate methodology and audited provider fiscal information reported on the Medicaid Free-standing Federally Funded Health Center Worksheet (Health Care Financing Administration Form 242), as supplemented by PQHC Medicaid Supplemental Schedules A7-B7 and C reflecting the actual costs of delivering dental services.
- B) Direct costs related to operation of the clinic in order to provide allowable dental services will be reported on the cost report and used in the rate calculation process.
- C) All cost reports will be audited by the Department to determine allowable costs for rate setting. The provider

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will be advised of any adjustments resulting from these audits.

- B) New rates effective each July 1 will be based on certified cost information from the provider's most recently audited fiscal year.
- E) Allowable costs will be updated to the mid-point of the rate year by an inflation factor derived from published economic indices.
- F) Payment for covered dental services shall be made by the Department's prepaid dental service contractor.
- G) When an individual cost-based rate has been established by the Department in accordance with the method described in subsection (e)(2)(A) of this Section, the Department's prepaid dental service contractor shall reconcile interim payments made for covered dental services.
- i) Rate retroactivity will only apply to clinics enrolled as of March 31, 1990 that submit an application to the Public Health Service for Federally Qualified Health Center status by November 1, 1990 and are subsequently designated as federally qualified.
- ii) If the cost-based rate is higher than the interim rate, the Department's prepaid provider's rate differential for each claim paid at the interim rate.
- iii) If the cost-based rate is lower than the interim rate, the provider shall refund to the Department the rate differential for each claim paid at the interim rate.
- H) Interim payment for covered dental services rendered by PQHCs enrolled on or after January 1, 1991 shall be made at the median of the statewide range of the Department's established cost-based PQHC dental rates in effect at the time of enrollment.
- I) Payment shall be made at the interim rate for Centers enrolled on or after January 1, 1991 for covered dental services rendered between the date of enrollment and 30 days after the date of the Department receipt of the complete and correct cost report of the provider. Payment for covered dental services rendered by the provider after 30 days following Department receipt of the provider's complete and correct cost report will be made at the rate determined on the basis of the submitted cost report and the Department's PQHC rate.
- J) If the PQHC has not submitted the required audited fiscal information on the forms specified in subsection (e)(2)(A) of this Section within 90 days after the certified mail date of receipt of the forms, the Department's prepaid dental service contractor shall suspend payment for covered dental services until the required information is received by the

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Department, unless the enrolled center has been in operation less than one year and has no audited cost history.

K) Enrolled PHECs which have been in operation less than one year and have no audited cost history must submit required audited fiscal information reflecting the first six months of operation on the forms specified in subsection (c)(2)(A) of this Section within 90 days after the later of the end of the sixth month of operation or the certified date of receipt of the forms. The rate calculated from these costs will be in effect for dental services rendered on and after the first day of the month following the month of receipt of the required fiscal information by the Department.

L) Effective for the rate year beginning July 1, 1997 encounter rates for dental services shall be capped at \$62.31 per encounter. For each subsequent rate year, this dental encounter rate cap will be adjusted, based on the most recently available Medicare Economic Index.

C3) Rate Appeals Process

1A) All appeals of audit adjustments or rate determinations must be submitted in writing to the Department. Appeals must be submitted within 60 calendar days after the rate notification of such adjustments or rate determinations. If upheld, the revised audit adjustment or rate determination shall be made effective as of the beginning of the rate period year. The effective date of all other upheld appeals shall be the first day of the month following the date the completed appeal was submitted. Appeals for any rate year must be filed before the close of the rate year.

2B) To be accepted for review, the written appeal shall include the following:

A) The current approved reimbursement rate, allowable costs, and the additional reimbursable costs sought through the appeal.

B) A clear, concise statement of the basis for the appeal.

C) A detailed statement of financial, statistical, and related information in support of the appeal, indicating the relationship between the additional reimbursable costs as submitted and the circumstances creating the need for increased reimbursement.

iv) A citation to any mandated or contractual requirement pertinent to the appeal, and

D) A statement by the Center's provider's chief executive officer or financial officer that the application of the rate appeal and information contained in the Center's vendor's reports, schedules, budgets, books, and records submitted are true and accurate.

3E) Rate appeals may be considered for the following reasons:

A) Mechanical or clerical errors committed by the provider in

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reporting historical expenses used in the calculation of allowable costs.

B) Mechanical or clerical errors committed by the Department in auditing historical expenses as reported and/or in calculating reimbursement rates.

iii) The Department and the provider have entered into a written agreement to amend, alter, or modify substantive programmatic or management procedures attendant to the delivery of services, which have a substantial impact upon the costs of service delivery. Substantial treatment service charges are required as a result of mandated regulatory charges.

v) Substantial changes in the physical plant are required as a result of mandated licensure requirements. In such instances, the provider must submit a plan of corrections for capital improvements approved by the licensing authority along with the required cost information.

vi) State and/or Federal regulatory requirements have generated a substantial increase in allowable costs.

4B) The Department shall rule on all appeals within 120 calendar days after receipt of the complete appeal, except that, if additional information is required from the facility, the period shall be extended until such time as the information is provided.

5E) Appeals shall be submitted to the Department's Office of Health Finance, 1001 North Walnut Street Bureau of Comprehensive Health Services, 201 South Grand Avenue East, Concourse, Springfield, Illinois 62763-0001.

d) Maternal and Child Health Clinics: Payment shall be made in accordance with Section 140-930.

e) Transitional Payments for PHECs and Certain Encounter Rate Clinics
 i) Certain clinics will be eligible to receive monthly transitional payments for managing the health care needs of certain clients under their care beginning December 1996. Certain clinics will be eligible to receive transitional payments for the month of December 1996 and monthly thereafter under the conditions described in this subsection. To receive monthly transitional payments clinics must:
 A) be either:

i) a Federally Qualified Health Center as defined in Section 140-462(d) or

ii) an Encounter Rate Clinic as defined in Section 140-462(b) that has provided comprehensive health services to Medicaid clients prior to December 1996;

B) have a signed transitional payment contract with the Department; and

C) have a contract with a Health Maintenance Organization (HMO) or Prepaid Health Plan (PHP) that has a contract to provide

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comprehensive health services, or, upon the implementation of Medicaid Plus, have a contract with a Managed Care Entity (MCE). When Medicaid Plus is implemented, HMOs, PHOs or Managed Care Community Networks (MGNs) may serve as MCEs (see 89 Ill. Adm. Code 142.110 for definition of terms).

- 2) Transitional payments to a clinic will consist of a per member per month payment for any Illinois Medicaid client enrolled with an HMO or PHP or upon the implementation of Medicaid Plus, an MCE, for whom the clinic was their assigned care provider on the last day of the month.
- 3) For the first six months covered under a transitional payment contract, the Department will make transitional payments for any number of Medicaid clients enrolled with an HMO, PHP or MGN, and assigned to the qualifying clinic as their primary care site. Thereafter, qualified clinics will receive transitional payments for a given month only if the total number of Medicaid clients enrolled with an HMO, PHP or MGN, and assigned to the qualifying clinic, meets or exceeds the following threshold levels established in the qualifying clinic's transitional payment contract for that month:

- A) For the seventh through twelfth month, such threshold shall equal 20 percent of the qualifying clinic's Medicaid patient base.
- B) For the thirteenth through eighteenth month, such threshold shall equal 30 percent of the qualifying clinic's Medicaid patient base.
- C) For the nineteenth through twenty-fourth month, such threshold shall equal 40 percent of the qualifying clinic's Medicaid patient base.
- B) For the twenty-fifth month through the term of the contract, such threshold shall equal 50 percent of the qualifying clinic's Medicaid patient base.
- 4) The Medicaid patient base shall be a number mutually agreed to by the Department and the qualifying clinic and established in the transitional payment contract that equals the number of Medicaid clients registered as patients of the qualifying clinic as of November 1996. If the qualifying clinic did not have Medicaid clients registered as patients as of November 1996, the mutually agreed to Medicaid patient base shall be the number of Medicaid clients registered as patients of the qualifying clinic as of the sixth month the qualifying clinic receives transitional payments under this Section.
- 5) Transitional payments shall equal:
- A) eight dollars per member per month for the first 12-month period after the effective date of a clinic's contract with the Department;
- B) six dollars per member per month for the second 12-month period after the effective date of a clinic's contract with

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- the Department,
- E) two dollars per member per month for the third 12-month period after the effective date of a clinic's contract with the Department.
- 6) Total transitional payments under subsection (e) shall not exceed:
- A) \$2,625,000 through June 30, 1997;
- B) \$4,588,000 for each 12-month period thereafter that begins on July 1 and ends on June 30 of the following year.
- 7) In the event that payments exceed the limits described in subsection (e)(6) of this Section, the Department will adjust future payments to clinics to recover any excess payment.
- 8) No clinic qualifying under this subsection (e) of this Section shall receive transitional payments for any month after November 30, 1998.
- F) Managed Care Adjustment Payments
- 1) Effective October 1, 1997, any PHO or Rural Health Clinic (RHC) is eligible to receive Managed Care Adjustment Payments if:
- A) a client is enrolled with a Health Maintenance Organization, a Managed Care Community Network, or a Prepaid Health Plan, and
- B) the PHO or RHC is the primary care site for such an enrolled client, as designated by the Department.
- 2) An PHO or RHC shall receive \$12 per member per month for each month in which the criteria described in subsection (f)(1) of this Section are met. However, the \$12 per member per month shall be reduced by the amount of transitional payments as described in subsection (e) of this Section, paid or due to a clinic for any month beginning October 1, 1997.

(Source: Amended by emergency rulemaking at 25 Ill. Reg. 16127, effective November 28, 2001, for a maximum of 150 days)

Section 140.466 Rural Health Clinics (Repealed)
EMERGENCY

- a) If it operates as an integral part of a hospital, skilled nursing facility, or other Medicare participating institution, payment will be at an all-inclusive per visit rate calculated and determined reasonable by the Medicare intermediary. At the request of such a facility and upon the receipt of final audited costs as determined by the Medicare intermediary and upon receipt of total encounters, the Department shall adjust prior claims back to the closing date of the facility's applicable cost report. All adjustments must be consistent with Medicare reimbursement policies.
- If it is a rural health clinic classified as an independent clinic (not part of a Medicare provider) providing Medicare covered services, payment will be at the per visit rate determined by the Medicare

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~~carrier-to-be-reasonable:~~

(Source: Repealed by emergency rulemaking at 25 Ill. Reg. 16127, effective November 28, 2001, for a maximum of 150 days)

DEPARTMENT OF NATURAL RESOURCES

NOTICE OF CORRECTION TO NOTICE ONLY

- 1) Heading of the Part: Surface Mined Land Conservation and Reclamation Act
- 2) Code Citation: 62 Ill. Adm. Code 300
- 3) The Notice of Proposed Amendments being corrected appeared at: 25 Ill. Reg. 15048, November 26, 2001
- 4) The information being corrected is as follows:

Types of small businesses, small municipalities and not for profit corporations affected: Municipalities with legal jurisdiction over a permit area may submit a request to review the Department's required bond amount and calculations.

OFFICE OF BANKS AND REAL ESTATE

NOTIC OF PUBLIC INFORMATION

Please be advised that the fine(s) issued against Vintage Mortgage Inc., License No. 5892 of Lombard, Illinois on November 5, 2001 and Skyline Funding, Inc., License No. 6013 of Chicago, Illinois on September 10, 2001; have been rescinded by the Commissioner of Banks & Real Estate effective November 16, 2001.

OFFICE OF BANKS AND REAL ESTATE

NOTICE OF PUBLIC INFORMATION

NOTICE OF FINE IMPOSED UNDER
THE RESIDENTIAL MORTGAGE LICENSE ACT OF 1987

Pursuant to Section 4-5(h) of the Residential Mortgage License Act of 1987 ("the Act"), 205 ILCS 635/4-5(h) (2000), notice is hereby given that the Commissioner of the Office of Banks and Real Estate of the State of Illinois has issued a fine of \$1,500 against BLS Funding Corporation, License No. 5441 of Garden City, New York a licensee under the Act, for violating the terms of the Act and the rules and regulations adopted thereunder, effective November 26, 2001.

OFFICE OF BANKS AND REAL ESTATE

NOTICE OF PUBLIC INFORMATION

NOTICE OF FINE IMPOSED UNDER
THE RESIDENTIAL MORTGAGE LICENSE ACT OF 1987

Pursuant to Section 4-5(h) of the Residential Mortgage License Act of 1987 ("the Act"), 205 ILCS 635/4-5(h) (2000), notice is hereby given that the Commissioner of the Office of Banks and Real Estate of the State of Illinois has issued a fine of \$500 against Core One Mortgage, Inc., License No. 5762 of Park Ridge, Illinois a licensee under the Act, for violating the terms of the Act and the rules and regulations adopted thereunder, effective November 26, 2001.

OFFICE OF BANKS AND REAL ESTATE

NOTICE OF PUBLIC INFORMATION

NOTICE OF FINE IMPOSED UNDER
THE RESIDENTIAL MORTGAGE LICENSE ACT OF 1987

Pursuant to Section 4-5(h) of the Residential Mortgage License Act of 1987 ("the Act"), 205 ILCS 635/4-5(h) (2000), notice is hereby given that the Commissioner of the Office of Banks and Real Estate of the State of Illinois has issued a fine of \$500 against Affinity Mortgage U.S.A., License No. 5730 of Olympia Fields, Illinois a licensee under the Act, for violating the terms of the Act and the rules and regulations adopted thereunder, effective November 26, 2001.

OFFICE OF BANKS AND REAL ESTATE

NOTICE OF PUBLIC INFORMATION

NOTICE OF FINE IMPOSED UNDER

THE RESIDENTIAL MORTGAGE LICENSE ACT OF 1987

Pursuant to Section 4-5(h) of the Residential Mortgage License Act of 1987 ("the Act"), 205 ILCS 635/4-5(h) (2000), notice is hereby given that the Commissioner of the Office of Banks and Real Estate of the State of Illinois has issued a fine of \$2,000 against Heartland Mortgage Company, License No. 0814 of Downers Grove, Illinois a licensee under the Act, for violating the terms of the Act and the rules and regulations adopted thereunder, effective November 26, 2001.

OFFICE OF BANKS AND REAL ESTATE

NOTICE OF PUBLIC INFORMATION

NOTICE OF FINE IMPOSED UNDER

THE RESIDENTIAL MORTGAGE LICENSE ACT OF 1987

Pursuant to Section 4-5(h) of the Residential Mortgage License Act of 1987 ("the Act"), 205 ILCS 635/4-5(h) (2000), notice is hereby given that the Commissioner of the Office of Banks and Real Estate of the State of Illinois has issued a fine of \$500 against Bridge Capital Corporation, License No. 5576 of Lake Forest, California a licensee under the Act, for violating the terms of the Act and the rules and regulations adopted thereunder, effective November 21, 2001.

OFFICE OF BANKS AND REAL ESTATE

NOTICE OF PUBLIC INFORMATION

NOTICE OF FINE IMPOSED UNDER
THE RESIDENTIAL MORTGAGE LICENSE ACT OF 1987

Pursuant to Section 4-5(h) of the Residential Mortgage License Act of 1987 ("the Act"), 205 ILCS 635/4-5(h) (2060), notice is hereby given that the Commissioner of the Office of Banks and Real Estate of the State of Illinois has issued a fine of \$1,000 against Capital Sources, LTD., License No. 3246 of Chicago, Illinois a licensee under the Act, for violating the terms of the Act and the rules and regulations adopted thereunder, effective November 19, 2001.

OFFICE OF BANKS AND REAL ESTATE

NOTICE OF PUBLIC INFORMATION

NOTICE OF FINE IMPOSED UNDER
THE RESIDENTIAL MORTGAGE LICENSE ACT OF 1987

Pursuant to Section 4-5(h) of the Residential Mortgage License Act of 1987 ("the Act"), 205 ILCS 635/4-5(h) (2000), notice is hereby given that the Commissioner of the Office of Banks and Real Estate of the State of Illinois has issued a fine of \$500 against Direct Discount Mortgage, Inc., License No. 4987 of Flossmoor, Illinois a licensee under the Act, for violating the terms of the Act and the rules and regulations adopted thereunder, effective November 21, 2001.

OFFICE OF BANKS AND REAL ESTATE

NOTICE OF PUBLIC INFORMATION

NOTICE OF FINE IMPOSED UNDER

THE RESIDENTIAL MORTGAGE LICENSE ACT OF 1987

Pursuant to Section 4-5(h) of the Residential Mortgage License Act of 1987 ("the Act"), 205 ILCS 635/4-5(h) (2000), notice is hereby given that the Commissioner of the Office of Banks and Real Estate of the State of Illinois has issued a fine of \$500 against Preferred Financial Mortgage Services, LTD., License No. 3156 of Glenview, Illinois a licensee under the Act, for violating the terms of the Act and the rules and regulations adopted thereunder, effective November 20, 2001.

OFFICE OF BANKS AND REAL ESTATE

NOTICE OF PUBLIC INFORMATION

NOTICE OF FINE IMPOSED UNDER

THE RESIDENTIAL MORTGAGE LICENSE ACT OF 1987

Pursuant to Section 4-5(h) of the Residential Mortgage License Act of 1987 ("the Act"), 205 ILCS 635/4-5(h) (2000), notice is hereby given that the Commissioner of the Office of Banks and Real Estate of the State of Illinois has issued a fine of \$1,000 against Providential Bancorp, LTD., License No. 5744 of Chicago, Illinois a licensee under the Act, for violating the terms of the Act and the rules and regulations adopted thereunder, effective November 19, 2001.

OFFICE OF BANKS AND REAL ESTATE

NOTICE OF PUBLIC INFORMATION

NOTICE OF FINE IMPOSED UNDER
THE RESIDENTIAL MORTGAGE LICENSE ACT OF 1987

Pursuant to Section 4-5(h) of the Residential Mortgage License Act of 1987 ("the Act"), 205 ILCS 635/4-5(h) (2000), notice is hereby given that the Commissioner of the Office of Banks and Real Estate of the State of Illinois has issued a fine of \$500 against Residential Finance Corporation, License No. 5562 of Columbus, Ohio a licensee under the Act, for violating the terms of the Act and the rules and regulations adopted thereunder, effective November 21, 2001.

ENVIRONMENTAL PROTECTION AGENCY

NOTICE OF PUBLIC INFORMATION

LISTING OF DERIVED WATER QUALITY CRITERIA

Pursuant to 35 Ill. Adm. Code 302.Subpart F, the following water quality criteria have been derived as listed. This listing includes only the waterbodies for which water quality criteria have been used during the period August 1, 2001 through October 31, 2001.

A cumulative listing of criteria as of July 31, 1993 was published in 17 Ill. Reg. 18904, October 29, 1993. Listings of waterbodies for which water quality criteria were used during subsequent three month periods were published in 18 Ill. Reg. 318, January 7, 1994; 18 Ill. Reg. 4457, March 18, 1994; 18 Ill. Reg. 8734, June 10, 1994; 18 Ill. Reg. 14166, September 9, 1994; 18 Ill. Reg. 17770, December 9, 1994; 19 Ill. Reg. 3563, March 17, 1995; 19 Ill. Reg. 7270, May 26, 1995; 19 Ill. Reg. 12527, September 1, 1995; 20 Ill. Reg. 649, January 5, 1996; 20 Ill. Reg. 4829, March 22, 1996; 20 Ill. Reg. 7549, May 30, 1996; 20 Ill. Reg. 12278, September 6, 1996; 20 Ill. Reg. 15619, December 6, 1996; 21 Ill. Reg. 3761, March 21, 1997; 21 Ill. Reg. 7554, June 13, 1997; 21 Ill. Reg. 12695, September 12, 1997; 21 Ill. Reg. 16193, December 12, 1997; 22 Ill. Reg. 5131, March 13, 1998; 22 Ill. Reg. 10689, June 12, 1998; 22 Ill. Reg. 16376, September 11, 1998; 22 Ill. Reg. 22423, December 28, 1998; 23 Ill. Reg. 3102, March 12, 1999; 23 Ill. Reg. 6979, June 11, 1999; 23 Ill. Reg. 11774, September 24, 1999; 23 Ill. Reg. 14772, December 27, 1999; 24 Ill. Reg. 4251, March 17, 2000; 24 Ill. Reg. 8146, June 9, 2000; 24 Ill. Reg. 14428, September 29, 2000; 25 Ill. Reg. 270, January 5, 2001; 25 Ill. Reg. 4049, March 16, 2001; 25 Ill. Reg. 7367, June 8, 2001; and 25 Ill. Reg. 12186, September 21, 2001.

Chemical: Acenaphthene

Acute criterion: 124 ug/l

Date criteria derived:

November 14, 1991

Applicable waterbodies:

Not used during this period.

CAS #83-32-9

Chronic criterion: 9.9 ug/l

Chemical: Acetone

Acute criterion: 1,530 mg/l

Date criteria derived:

May 25, 1993

Applicable waterbodies:

Not used during this period.

CAS #67-64-1

Chronic criterion: 122 mg/l

Chemical: Acetonitrile

Acute criterion: 375 mg/l

Date criteria derived:

December 7, 1993

Applicable waterbodies:

Not used during this period.

CAS #75-05-8

Chronic criterion: 30 mg/l

Chemical: Acrylonitrile

CAS #107-13-4

ENVIRONMENTAL PROTECTION AGENCY
NOTICE OF PUBLIC INFORMATION

LISTING OF DERIVED WATER QUALITY CRITERIA

Acute criterion: 910 ug/l
Human health criterion (HNC):
0.21 ug/l
Date criteria derived:
November 13, 1991
Applicable waterbodies:
Not used during this period.

Chemical: Anthracene
Human health criterion (HTC):
35 mg/l
Date criteria derived:
August 18, 1993
Applicable waterbodies:
Not used during this period.

CAS #120-12-7

Chronic criterion: 73 ug/l

Chemical: Benzene
Acute criterion: 4,200 ug/l
Human health criterion (HNC):
21 ug/l
Date criteria derived:
August 15, 1990, revised
January 14, 1999 and
June 25, 2001
Applicable waterbodies:
Not used during this period.

CAS #71-43-2
Chronic criterion: 330 ug/l

Chemical: Benzo(a)anthracene
Human health criterion (HNC):
0.01 ug/l
Date criteria derived:
August 10, 1993
Applicable waterbodies:
Not used during this period.

CAS #56-55-3

Chemical: Benzo(a)pyrene
Human health criterion (HNC):
0.01 ug/l
Date criteria derived:
August 10, 1993
Applicable waterbodies:
Not used during this period.

CAS #50-32-8

Chemical: Benzo(b)fluoranthene
Human health criterion (HNC):
0.01 ug/l
Date criteria derived:
August 10, 1993
Applicable waterbodies:
Not used during this period.

CAS # 205-99-2

ENVIRONMENTAL PROTECTION AGENCY
NOTICE OF PUBLIC INFORMATION

LISTING OF DERIVED WATER QUALITY CRITERIA

Human health criterion (HNC):
0.01 ug/l
Date criteria derived:
August 10, 1993
Applicable waterbodies:
Not used during this period.

Chemical: Benzo(k)fluoranthene
Human health criterion (HNC):
0.01 ug/l
Date criteria derived:
August 10, 1993
Applicable waterbodies:
Not used during this period.

CAS #207-08-9

Chemical: Carbon tetrachloride
Acute criterion: 3,500 ug/l
Human health criterion (HNC):
1.4 ug/l
Date criteria derived:
June 18, 1993
Applicable waterbodies:
Not used during this period.

CAS #56-23-5
Chronic criterion: 280 ug/l

Chemical: Chlorobenzene
Acute criterion: 993 ug/l
Date criteria derived:
December 11, 1991
Applicable waterbodies:
Not used during this period.

CAS #108-90-7
Chronic criterion: 79 ug/l

Chemical: Chloroform
Acute criterion: 1,870 ug/l
Human health criterion (HNC):
130 ug/l
Date criteria derived:
October 26, 1992
Applicable waterbodies:
Not used during this period.

CAS #67-66-3
Chronic criterion: 150 ug/l

Chemical: Chrysene
Human health criterion (HNC):
0.01 ug/l
Date criteria derived:
August 10, 1993
Applicable waterbodies:
Not used during this period.

CAS #218-01-9

ENVIRONMENTAL PROTECTION AGENCY

NOTICE OF PUBLIC INFORMATION

LISTING OF DERIVED WATER QUALITY CRITERIA

Not used during this period.

Chemical: 1,3-dichloropropylene
Acute criterion: 99 ug/l
Date criteria derived:
November 13, 1991
Applicable waterbodies:
Not used during this period.

CAS #542-75-6
Chronic criterion: 7.9 ug/l

Chemical: 2,4-dimethyl phenol
Acute criterion: 740 ug/l
Date criteria derived:
October 26, 1992
Applicable waterbodies:
Not used during this period.

CAS #105-67-9
Chronic criterion: 220 ug/l

Chemical: 4,6-dinitro-o-cresol =
2-methyl-4,6-dinitrophenol
Acute criterion: 28.8 ug/l
Date criteria derived:
November 14, 1991
Applicable waterbodies:
Not used during this period.

CAS #534-52-1
Chronic criterion: 2.3 ug/l

Chemical: 2,4-dinitrophenol
Acute criterion: 85.3 ug/l
Date criteria derived:
December 1, 1993
Applicable waterbodies:
Not used during this period.

CAS #51-28-5
Chronic criterion: 4.07 ug/l

Chemical: 2,6-dinitrotoluene
Acute criterion: 1,910 ug/l
Date criteria derived:
February 14, 1992
Applicable waterbodies:
Not used during this period.

CAS #606-20-2
Chronic criterion: 153 ug/l

Chemical: Diquat
Acute criterion: 1,330 ug/l
Date criteria derived:
January 30, 1996
Applicable waterbodies:
Not used during this period.

CAS #85-00-7
Chronic criterion: 106 ug/l

Chemical: Ethylbenzene
CAS #100-41-4

ENVIRONMENTAL PROTECTION AGENCY

NOTICE OF PUBLIC INFORMATION

LISTING OF DERIVED WATER QUALITY CRITERIA

Not used during this period.

Chemical: 1,2-dichlorobenzene
Acute criterion: 210 ug/l
Date criteria derived:
December 1, 1993
Applicable waterbodies:
Not used during this period.

CAS #95-50-1
Chronic criterion: 16.8 ug/l

Chemical: 1,3-dichlorobenzene
Acute criterion: 500 ug/l
Date criteria derived:
July 31, 1991
Applicable waterbodies:
Not used during this period.

CAS #541-73-1
Chronic criterion: 196 ug/l

Chemical: 1,2-dichloroethane
Acute criterion: 24,900 ug/l
Human health criterion (HNC):
23 ug/l
Date criteria derived:
March 19, 1992
Applicable waterbodies:
Not used during this period.

CAS #107-06-2
Chronic criterion: 4,540 ug/l

Chemical: 1,1-dichloroethylene
Acute criterion: 3,030 ug/l
Human health criterion (HNC):
0.95 ug/l
Date criteria derived:
March 20, 1992
Applicable waterbodies:
Not used during this period.

CAS #75-35-4
Chronic criterion: 242 ug/l

Chemical: 2,4-dichlorophenol
Acute criterion: 631 ug/l
Date criteria derived:
November 14, 1991
Applicable waterbodies:
Not used during this period.

CAS #120-83-2
Chronic criterion: 83.1 ug/l

Chemical: 1,2-dichloropropane
Acute criterion: 4,800 ug/l
Date criteria derived:
December 7, 1993
Applicable waterbodies:

CAS #78-87-5
Chronic criterion: 380 ug/l

ENVIRONMENTAL PROTECTION AGENCY

NOTICE OF PUBLIC INFORMATION

LISTING OF DERIVED WATER QUALITY CRITERIA

Acute criterion: 210 ug/l
Chronic criterion: 17 ug/l

Date criteria derived:
August 15, 1990, revised May 17,
1991 and June 25, 2001
Applicable waterbodies:

05120109-272/off North Fork of Vermilion River
07080104-39/off Camp Creek
07120006-1045/off Squaw Creek

CAS #206-44-0

Chemical: Fluoranthene
Human health criterion (HTC):
120 ug/l

Date criteria derived:

August 10, 1993

Applicable waterbodies:

Not used during this period.

CAS #50-00-0

Chemical: Formaldehyde

Acute criterion: 4.9 mg/l

Date criteria derived:

January 19, 1993

Applicable waterbodies:

Not used during this period.

CAS #118-74-1

Chemical: Hexachlorobenzene

Human health criterion (HNC):

0.00025 ug/l

Date criteria derived:

November 15, 1991

Applicable waterbodies:

Not used during this period.

CAS #87-68-3

Chemical: Hexachlorobutadiene

Acute criterion: 34.5 ug/l

Date criteria derived:

March 23, 1992

Applicable waterbodies:

Not used during this period.

CAS #67-72-1

Chemical: Hexachloroethane

Acute criterion: 381 ug/l

Human health criterion (HNC):

2.9 ug/l

Date criteria derived: November 15, 1991

Applicable waterbodies:

ENVIRONMENTAL PROTECTION AGENCY

NOTICE OF PUBLIC INFORMATION

LISTING OF DERIVED WATER QUALITY CRITERIA

Not used during this period.

Chemical: Isobutyl alcohol =

2-methyl-1-propanol

Acute criterion: 434 mg/l

Date criteria derived:

December 1, 1993

Applicable waterbodies:

Not used during this period.

CAS #78-83-1

Chronic criterion: 34.8 mg/l

CAS #75-09-2

Chemical: Methylene chloride

Acute criterion: 17,200 ug/l

Human health criterion (HNC):

340 ug/l

Date criteria derived:

January 21, 1992

Applicable waterbodies:

Not used during this period.

Chronic criterion: 1,380 ug/l

CAS #78-93-3

Chemical: Methyleneketone

Acute criterion: 322,000 ug/l

Date criteria derived:

ly 1, 1992

Applicable waterbodies:

Not used during this period.

Chronic criterion: 26,000 ug/l

CAS #108-10-1

Chemical: 4-methyl-2-pentanone

Acute criterion: 46 mg/l

Date criteria derived:

January 13, 1992; revised

November 16, 2001

Applicable waterbodies:

Not used during this period.

Chronic criterion: 1.4 mg/l

CAS #95-48-7

Chemical: 2-methyl phenol

Acute criterion: 4.7 mg/l

Date criteria derived:

November 8, 1993

Applicable waterbodies:

Not used during this period.

Chronic criterion: 0.37 mg/l

CAS #106-44-5

Chemical: 4-methyl phenol

Acute criterion: 670 mg/l

Date criteria derived:

January 13, 1992

Applicable waterbodies:

Chronic criterion: 120 mg/l

ENVIRONMENTAL PROTECTION AGENCY

NOTICE OF PUBLIC INFORMATION

LISTING OF DERIVED WATER QUALITY CRITERIA

Not used during this period.

Chemical: Naphthalene
Acute criterion: 670 ug/l
Date criteria derived:
November 7, 1991

Applicable waterbodies:
Not used during this period.

Chemical: 4-nitroaniline
Acute criterion: 1.5 mg/l
Date criteria derived:
May 5, 1996

Applicable waterbodies:
Not used during this period.

Chemical: Nitrobenzene
Acute criterion: 15.4 mg/l
Human health criterion (HTC):
0.52 mg/l
Date criteria derived:
February 14, 1992
Applicable waterbodies:
Not used during this period.

Chemical: Pentachlorophenol
Acute criterion: 20 ug/l
Date criteria derived:
national criterion, September
1986
Applicable waterbodies:
Not used during this period.

Chemical: Phenanthrene
Acute criterion: 46 ug/l
Date criteria derived:
October 26, 1992
Applicable waterbodies:
Not used during this period.

Chemical: Pyrene
Human health criterion (HTC):
3,500 ug/l
Date criteria derived:
December 22, 1992
Applicable waterbodies:

CAS #91-20-3
Chronic criterion: 68 ug/l

CAS #100-01-6
Chronic criterion: 0.12 mg/l

CAS #98-95-3
Chronic criterion: 4.67 mg/l

Chronic criterion: 13 ug/l

CAS #85-01-8
Chronic criterion: 3.7 ug/l

CAS #120-00-0

ENVIRONMENTAL PROTECTION AGENCY

NOTICE OF PUBLIC INFORMATION

LISTING OF DERIVED WATER QUALITY CRITERIA

Not used during this period.

Chemical: Tetrachloroethylene
Acute criterion: 1,220 ug/l
Date criteria derived:
March 23, 1992

Applicable waterbodies:
Not used during this period.

CAS #127-18-4
Chronic criterion: 152 ug/l

Chemical: Tetrahydrofuran
Acute criterion: 216,000 ug/l
Date criteria derived:
March 16, 1992

Applicable waterbodies:
Not used during this period.

CAS #109-99-9
Chronic criterion: 17,300 ug/l

Chemical: Toluene
Acute criterion: 2,000 ug/l
Date criteria derived:
August 16, 1990, revised
May 17, 1991, January 26, 1993,
January 14, 1999 and
June 25, 2001
Applicable waterbodies:

CAS #108-88-3
Chronic criterion: 230 ug/l

05120109-272/off North Fork of Vermilion River
07080104-39/off Camp Creek
07120006-1045/off Squaw Creek

Chemical: 1,2,4-trichlorobenzene
Acute criterion: 353 ug/l
Date criteria derived:
December 14, 1993

Applicable waterbodies:
Not used during this period.

CAS #120-82-1
Chronic criterion: 69.2 ug/l

Chemical: 1,1,1-trichloroethane
Acute criterion: 4,910 ug/l
Date criteria derived:
October 26, 1992

Applicable waterbodies:
Not used during this period.

CAS #71-55-6
Chronic criterion: 393 ug/l

Chemical: 1,1,2-trichloroethane
Acute criterion: 19,000 ug/l

CAS #79-00-5
Chronic criterion: 3,540 ug/l

ENVIRONMENTAL PROTECTION AGENCY

NOTICE OF PUBLIC INFORMATION

LISTING OF DERIVED WATER QUALITY CRITERIA

Human health criterion (HNC):

12 ug/l

Date criteria derived:

December 13, 1993

Applicable waterbodies:

Not used during this period.

Chemical: Trichloroethylene

Acute criterion: 11,700 ug/l

Date criteria derived:

October 23, 1992

Applicable waterbodies:

Not used during this period.

Chemical: Xylenes

Acute criterion: 920 ug/l

Date criteria derived:

August 23, 1990, revised

January 14, 1999 and

June 25, 2001

Applicable waterbodies:

05120109-272/off North Fork of Vermilion River

07080104-39/off Camp Creek

07120006-1045/off Squaw Creek

Chronic criterion: 73 ug/l

CAS #79-01-6

Chronic criterion: 940 ug/l

CAS # 1330-20-7

For additional information concerning these criteria or the derivation process used in generating them, please contact:

Bob Mosher

Illinois Environmental Protection Agency

Division of Water Pollution Control

1021 North Grand Avenue East

Post Office Box 19276

Springfield, Illinois 62794-9276

217/782-3362

DEPARTMENT OF HUMAN SERVICES

NOTICE OF WITHDRAWAL OF PROPOSED AMENDMENTS

1) Heading of the Part: Aid to the Aged, Blind or Disabled2) Code Citation: 89 Ill. Adm. Code 1133) Section Number: Proposed Action:

113.253

Amendment

113.260

Amendment

4) Date Notice of Proposed Amendments Published in the Illinois Register:
October 5, 2001 at (25 Ill. Reg. 12507)5) Reason for the Withdrawal: A grant adjustment is an allowance for Aid to the Aged, Blind or Disabled cases that ensures that the amount of the Supplemental Security Income (SSI) increase from July 1977 and later will be available to clients. As a result of the \$1.00 increase in SSI benefits for individuals due to a recent correction in the Consumer Price Index, the Department proposed amendments to Sections 113.253 and 113.260 to increase the Grant Adjustment and the Sheltered Care/Personal Care or Nursing Care Rates by \$1.00. The Department is withdrawing these amendments in order to comply with federal regulations and proposed amendments to increase the Grant Adjustment and Sheltered Care/Personal and Nursing Care Rates by \$14.00, the amount of the January 2002 SSI cost of living adjustment. The new proposed rulemaking will include the amount of the \$1.00 correction to the Consumer Price Index increase, resulting in an overall increase of \$15.00.

ILLINOIS RACING BOARD

NOTICE OF WITHDRAWAL OF AMENDMENTS

- 1) Heading of the Part: Totalizator Operations
- 2) Code Citation: 11 Ill. Adm. Code 433
- 3) Section Number Proposed Action:
433.60 Amendment
- 4) Date Notice of Proposed Amendments Published in the Illinois Register: June 29, 2001, 25 Ill Reg. 7872
- 5) Reason for the Withdrawal: This proposed rulemaking is being withdrawn for three reasons: First, the Illinois Racing Board approved a time frame of at least 30 days [433.60(c)] for the retaining of cashed or cancelled tickets via a totalizator terminal reader. When submitted, a time frame of one year was inadvertently included. Board staff was advised that substantive changes may not be made after the rule has been filed.

Second, Section 433.60(d) states in part that the value shall be paid by the licensee. Board staff is considering replacing the word "shall" with "may".

Third, in Section 433.60(d), Board staff is re-considering the following language, "charged with retaining the tickets to the outstanding ticket account".
- 6) Questions regarding this matter may be referred to:

Mickey Ezzo
Illinois Racing Board
100 W. Randolph St.
Suite 11-100
Chicago IL 60601
312/814-5017

JOINT COMMITTEE ON ADMINISTRATIVE RULES

SCHEDULED MEETING:

JAMES R. THOMPSON CENTER
ROOM 16-503
CHICAGO, ILLINOIS
10:30 A.M.
DECEMBER 18, 2001

NOTICES: The scheduled date and time for the JCAR meeting are subject to change. Due to Register submittal deadlines, the Agenda below may be incomplete. Other items not contained in this published Agenda are likely to be considered by the Committee at the meeting and items from the list can be postponed to future meetings.

If members of the public wish to express their views with respect to a rulemaking, they should submit written comments to the Office of the Joint Committee on Administrative Rules at the following address:

Joint Committee on Administrative Rules
700 Stratton Office Building
Springfield, Illinois 62706
Email: jcar@legis.state.il.us
Phone: 217/785-2254

RULEMAKINGS CURRENTLY BEFORE JCAR

PROPOSED RULEMAKINGS

Agriculture

1. Livestock Auction Markets (8 Ill Adm Code 40)
-First Notice Published: 25 Ill Reg 11679 - 9/14/01
-Expiration of Second Notice: 1/9/02
2. Illinois Bovidae and Cervidae Tuberculosis Eradication Act (8 Ill Adm Code 80)
-First Notice Published: 25 Ill Reg 11652 - 9/14/01
-Expiration of Second Notice: 1/9/02
3. Diseased Animals (8 Ill Adm Code 85)
-First Notice Published: 25 Ill Reg 11657 - 9/14/01
-Expiration of Second Notice: 1/9/02
4. Swine Disease Control and Eradication Act (8 Ill Adm Code 105)
-First Notice Published: 25 Ill Reg 11694 - 9/14/01
-Expiration of Second Notice: 1/9/02
5. Animal Disease Laboratories Act (8 Ill Adm Code 110)
-First Notice Published: 25 Ill Reg 11639 - 9/14/01
-Expiration of Second Notice: 1/9/02

JOINT COMMITTEE ON ADMINISTRATIVE RULES

SCHEDULED MEETING:

JAMES R. THOMPSON CENTER
ROOM 16-503
CHICAGO, ILLINOIS
10:30 A.M.
DECEMBER 18, 2001

6. Illinois Pseudorabies Control Act (8 Ill Adm Code 115)
-First Notice Published: 25 Ill Reg 11689 - 9/14/01
-Expiration of Second Notice: 1/9/02
7. Livestock Dealer Licensing (68 Ill Adm Code 610)
-First Notice Published: 25 Ill Reg 11685 - 9/14/01
-Expiration of Second Notice: 1/9/02

Carnival Amusement Safety Board

8. Carnival and Amusement Ride Inspection Law (56 Ill Adm Code 6000)
-First Notice Published: 25 Ill Reg 11947 - 9/21/01
-Expiration of Second Notice: 12/20/01

Central Management Services

9. Pay Plan (80 Ill Adm Code 310)
-First Notice Published: 25 Ill Reg 12463 - 10/5/01
-Expiration of Second Notice: 1/11/02
10. Pay Plan (80 Ill Adm Code 310)
-First Notice Published: 25 Ill Reg 11958 - 9/21/01
-Expiration of Second Notice: 1/12/02

Commerce Commission

11. Standards of Conduct and Functional Separation (83 Ill Adm Code 452)
-First Notice Published: 25 Ill Reg 3752 - 3/16/01
-Expiration of Second Notice: 1/28/02

12. Customer Credits (83 Ill Adm Code 732)
-First Notice Published: 25 Ill Reg 10073 - 8/10/01
-Expiration of Second Notice: 1/12/02

Corrections

13. Correctional Industries (20 Ill Adm Code 117)
-First Notice Published: 25 Ill Reg 11200 - 9/7/01
-Expiration of Second Notice: 12/23/01

Education

JOINT COMMITTEE ON ADMINISTRATIVE RULES

SCHEDULED MEETING:

JAMES R. THOMPSON CENTER
ROOM 16-503
CHICAGO, ILLINOIS
10:30 A.M.
DECEMBER 18, 2001

14. Certification (23 Ill Adm Code 25)
-First Notice Published: 25 Ill Reg 11701 - 9/14/01
-Expiration of Second Notice: 1/9/02
15. Certification (23 Ill Adm Code 25)
-First Notice Published: 25 Ill Reg 11209 - 9/7/01
-Expiration of Second Notice: 1/9/02
16. School Construction Program (23 Ill Adm Code 151)
-First Notice Published: 25 Ill Reg 11261 - 9/7/01
-Expiration of Second Notice: 1/4/02
17. Truants' Alternative and Optional Education Programs (23 Ill Adm Code 205)
-First Notice Published: 25 Ill Reg 11299 - 9/7/01
-Expiration of Second Notice: 1/4/02
18. Scientific Literacy (23 Ill Adm Code 220)
-First Notice Published: 25 Ill Reg 11270 - 9/7/01
-Expiration of Second Notice: 1/4/02
19. Alcohol and Drug Education Initiative (23 Ill Adm Code 225)
-First Notice Published: 25 Ill Reg 11205 - 9/7/01
-Expiration of Second Notice: 1/4/02
20. Transitional Bilingual Education (23 Ill Adm Code 228)
-First Notice Published: 25 Ill Reg 11294 - 9/7/04
-Expiration of Second Notice: 1/4/02
21. Preschool Educational and Coordinated Model Preschool Educational Programs (23 Ill Adm Code 235)
-First Notice Published: 25 Ill Reg 11255 - 9/7/01
-Expiration of Second Notice: 1/4/02
22. Urban Education Partnership Program (23 Ill Adm Code 245)
-First Notice Published: 25 Ill Reg 11303 - 9/7/01
-Expiration of Second Notice: 1/4/02
23. School Technology Program (23 Ill Adm Code 575)
-First Notice Published: 25 Ill Reg 11265 - 9/7/01
-Expiration of Second Notice: 1/4/02

JOINT COMMITTEE ON ADMINISTRATIVE RULES

SCHEDULED MEETING:

JAMES R. THOMPSON CENTER
ROOM 16-503
CHICAGO, ILLINOIS
10:30 A.M.
DECEMBER 18, 2001

-Expiration of Second Notice: 1/29/02

Public Health

32. Alzheimer's Disease Management Center Demonstration Program Code (77 Ill Adm Code 225)
-First Notice Published: 25 Ill Reg 10097 - 8/10/01
-Expiration of Second Notice: 12/30/01
33. Skilled Nursing and Intermediate Care Facilities Code (77 Ill Adm Code 300)
-First Notice Published: 25 Ill Reg 4480 - 3/30/01
-Expiration of Second Notice: 1/28/02
34. Local Health Protection Grant Rules (77 Ill Adm Code 615)
-First Notice Published: 25 Ill Reg 12331 - 9/28/01
-Expiration of Second Notice: 1/9/02

Revenue

35. Income Tax (86 Ill Adm Code 100)
-First Notice Published: 25 Ill Reg 12076 - 9/21/01
-Expiration of Second Notice: 12/23/01
36. Income Tax (86 Ill Adm Code 100)
-First Notice Published: 25 Ill Reg 12388 - 9/28/01
-Expiration of Second Notice: 12/29/01
37. Income Tax (86 Ill Adm Code 100)
-First Notice Published: 25 Ill Reg 11741 - 9/14/01
-Expiration of Second Notice: 1/2/02
38. Income Tax (86 Ill Adm Code 100)
-First Notice Published: 25 Ill Reg 12559 - 10/5/01
-Expiration of Second Notice: 1/12/02
39. Income Tax (86 Ill Adm Code 100)
-First Notice Published: 25 Ill Reg 12759 - 10/12/01
-Expiration of Second Notice: 1/12/02
40. Retailers' Occupation Tax (86 Ill Adm Code 130)
-First Notice Published: 25 Ill Reg 11759 - 9/14/01

JOINT COMMITTEE ON ADMINISTRATIVE RULES

SCHEDULED MEETING:

JAMES R. THOMPSON CENTER
ROOM 16-503
CHICAGO, ILLINOIS
10:30 A.M.
DECEMBER 18, 2001

Emergency Management Agency

24. Political Subdivision Emergency Services and Disaster Agencies (29 Ill Adm Code 301)
-First Notice Published: 25 Ill Reg 10272 - 8/17/01
-Expiration of Second Notice: 1/22/02

Employment Security

25. Determination of Unemployment Contributions (56 Ill Adm Code 2770)
-First Notice Published: 25 Ill Reg 12500 - 10/5/01
-Expiration of Second Notice: 1/9/02

Human Services

26. Temporary Assistance for Needy Families (89 Ill Adm Code 112)
-First Notice Published: 25 Ill Reg 11326 - 9/7/01
-Expiration of Second Notice: 12/20/01

Natural Resources

27. Land and Water Conservation Fund Grant Program (17 Ill Adm Code 3030)
-First Notice Published: 25 Ill Reg 11714 - 9/14/01
-Expiration of Second Notice: 12/20/01

Public Aid

28. Medical Assistance Programs (89 Ill Adm Code 120)
-First Notice Published: 25 Ill Reg 10304 - 8/17/01
-Expiration of Second Notice: 1/11/02
29. Medical Payment (89 Ill Adm Code 140)
-First Notice Published: 25 Ill Reg 10672 - 8/24/01
-Expiration of Second Notice: 1/13/02
30. Reimbursement for Nursing Costs for Geriatric Facilities (89 Ill Adm Code 147)
-First Notice Published: 25 Ill Reg 4136 - 3/23/01
-Expiration of Second Notice: 1/29/02
31. Mental Health Services in Nursing Facilities (89 Ill Adm Code 145)
-First Notice Published: 25 Ill Reg 4157 - 3/23/01

JOINT COMMITTEE ON ADMINISTRATIVE RULES

SCHEDULED MEETING:

JAMES R. THOMPSON CENTER
ROOM 16-503
CHICAGO, ILLINOIS
10:30 A.M.
DECEMBER 18, 2001

- Expiration of Second Notice: 12/19/01
41. Retailers' Occupation Tax (86 Ill Adm Code 130)
-First Notice Published: 25 Ill Reg 12065 - 9/21/01
-Expiration of Second Notice: 12/22/01
42. Retailers' Occupation Tax (86 Ill Adm Code 130)
-First Notice Published: 25 Ill Reg 12399 - 9/28/01
-Expiration of Second Notice: 12/29/01
43. Use Tax (86 Ill Adm Code 150)
-First Notice Published: 25 Ill Reg 12411 - 9/28/01
-Expiration of Second Notice: 12/29/01

Secretary of State

44. Uniform Commercial Code (14 Ill Adm Code 180)
-First Notice Published: 25 Ill Reg 9835 - 8/3/01
-Expiration of Second Notice: 1/9/02

Transportation

45. Minimum Safety Standards for Construction of Type I School Buses (92 Ill Adm Code 440)
-First Notice Published: 25 Ill Reg 7563 - 6/22/01
-Expiration of Second Notice: 12/20/01

46. Minimum Safety Standards for Construction of Type II School Buses (92 Ill Adm Code 442)
-First Notice Published: 25 Ill Reg 7599 - 6/22/01
-Expiration of Second Notice: 12/20/01

47. Signing to Traffic Generators and Motorists Services (Repealer) (92 Ill Adm Code 552)
-First Notice Published: 25 Ill Reg 12571 - 10/5/01
-Expiration of Second Notice: 1/9/02

EMERGENCY AND PEREMPTORY RULEMAKINGS

Agriculture

48. Meat and Poultry Inspection Act (8 Ill Adm Code 125) (Peremptory)

JOINT COMMITTEE ON ADMINISTRATIVE RULES

SCHEDULED MEETING:

JAMES R. THOMPSON CENTER
ROOM 16-503
CHICAGO, ILLINOIS
10:30 A.M.
DECEMBER 18, 2001

-Notice Published: 25 Ill Reg 15444 - 11/30/01

Central Management Services

49. Acquisition, Management and Disposal of Real Property (44 Ill Adm Code 5000) (Emergency)
-Notice Published: 25 Ill Reg 15438 - 11/30/01

Nuclear Safety

50. Certification of Individuals to Perform Industrial Radiography (32 Ill Adm Code 405) (Emergency)
-Notice Published: 25 Ill Reg 14975 - 11/16/01

Secretary of State

51. Procedures and Standards (92 Ill Adm Code 1001) (Emergency)
-Notice Published: 25 Ill Reg 14979 - 11/16/01

52. Public Use of the Capitol Complex Facilities (Repealer) (71 Ill Adm Code 2005) (Emergency)
-Notice Published: 25 Ill Reg 15656 - 12/7/01

53. Public Use of Capitol Complex Facilities (71 Ill Adm Code 2005) (Emergency)
-Notice Published: 25 Ill Reg 15658 - 12/7/01

AGENCY RESPONSEEducation

54. Certification (23 Ill Adm Code 25; 25 Ill Reg 8929)

JOINT COMMITTEE ON ADMINISTRATIVE RULES
ILLINOIS GENERAL ASSEMBLY

SECOND NOTICES RECEIVED

The following second notices were received by the Joint Committee on Administrative Rules during the period of November 27, 2001 through December 3, 2001 and have been scheduled for review by the Committee at its December 18, 2001 meeting in Chicago. Other items not contained in this published list may also be considered. Members of the public wishing to express their views with respect to a rulemaking should submit written comments to the Committee at the following address: Joint Committee on Administrative Rules, 700 Stratton Bldg., Springfield IL 62706.

Second Notice Expires	Agency and Rule	Start Of First Notice	JCAR Meeting
1/11/02	Department of Central Management Services, Pay Plan (80 Ill Adm Code 310)	10/5/01 25 Ill Reg 12463	12/18/01
1/11/02	Department of Public Aid, Medical Assistance Programs (89 Ill Adm Code 120)	8/17/01 25 Ill Reg 10304	12/18/01
1/12/02	Department of Revenue, Income Tax (86 Ill Adm Code 100)	10/12/01 25 Ill Reg 12759	12/18/01
1/12/02	Department of Revenue, Income Tax (86 Ill Adm Code 100)	10/5/01 25 Ill Reg 12559	12/18/01
1/12/02	Department of Central Management Services, Pay Plan (80 Ill Adm Code 310)	9/21/01 25 Ill Reg 11958	12/18/01
1/12/02	Illinois Commerce Commission, Customer Credits (83 Ill Adm Code 732)	8/10/01 25 Ill Reg 10073	12/18/01

Rules acted upon in Issue 50 are listed in the Issues Index by Title number, part number and Issue Number. The letter "R" designates a rule that has been repealed. Inquiries about the Issue Index may be directed to the Administrative Code Division at 217-785-7538.

PROPOSED

11-306-50
11-311-50
17-685-50
17-750-50
23-27-50
71-40-50
83-451-50
89-50-50

ADOPTED

14-515-50
14-545-50 "R"
14-545-50
20-1530-50 "R"
20-1540-50 "R"
20-1550-50 "R"
23-1-50
23-25-50
80-310-50
89-102-50
89-120-50
89-148-50
89-504-50

EMERGENCY

89-50-50
89-140-50
89-152-50

